

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**Practices of Instructional Supervision and Teachers' Professional
Development in Secondary Schools of North Shoa Zone of Oromia
Region**

M.A. Thesis

By:-Abera Tesfaye Erba

MAY, 2023

ADDIS ABABA, ETHIOPIA

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DECLARATION

This thesis document is dedicated to my wife Shashitu Terefa, whom I love with all of my heart throughout my life and without her I could never have achieved so mach; to my children Hojisa, Oromia and Daraje who are my hope and promise for the future; and to my father whom I lost during this course.

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ACRONYMS AND ABBREVIATIONS

CPD	Continuous Professional Development
CRC	Cluster Resource Center
GEQIP	General Education Quality Improvement Package
MoE	Ministry of Education
NGO	Non Governmental Organizations
OREB	Oromia Regional Education Bureau
REB	Regional Education Bureau
UNESCO	United Nation Educational, Scientific and Cultural Organization
WEO	Wereda Education Office
ZEO	Zone Education Office

BIOGRAPHICAL SKETCH

The Author was born on December 12, 1970 in Northe Shoa Oromia rigen . He attended his primary education grade 1-6 in Kunde Primary School, junior secondary education (grade 7-8) in Abiyot Fire Junior Secondary School and high school in Gabra Guracha Secondary School (grade 9-12) 1995-1998, in Kuyyu Adminsteretion twon, Norh Shoa.

In 1998 he joined Addis Ababa University in July 2000. He then served for 2 years as Abdisa Aga Secondary School teacher in Oromia Regional State of North Shoa . In 2000 he obtained Frist digir by Afan Oromo from Addis Ababa University that enabled him to perceive a School leader ship program at Jima University where he successfully completed his higher diploma in 2007. Then he becomes a paimary school supervisor in North Shoa Abdisa Aga CRC school of sinana Fitché twon. In the same Fitché adminstiretion he served until he joined the School of Graduate Studies at Addis Ababa University in 2015 to study school leader ship and Management, M.A. program in school Educational Leadership.

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ABSTRACT

The purpose of the study was to investigate the current practices of instructional supervision approaches in secondary schools of North Shoa. The study particularly focused on the practices and contributions of instructional supervision approaches, and the factors affecting their implementation in promoting teachers professional development. The study has employed a descriptive survey design, which was added by qualitative research to augment quantitative data. Data were gathered from seven randomly selected secondary schools in North Shoa Zone. The respondents included 250 teachers were selected using systematic random sampling technique. In addition 5 supervisors were included in the study. All seven principals and, five secondary school supervisors had participated. Questionnaire was the main instrument of data collection supplemented with interview method. Frequency, and percentage, were working to analyze the data. While the qualitative data obtained through interview was analyzed using descriptive narrative method. The results of the study reveal that the practices of instructional supervision approaches and their contribution to teachers' professional development were low. Instructional supervisors were found to get involved in the difficult task of supervision without having past trainings, and their contributions were also unsatisfactory in promoting professional development of teachers. Also, the study shows that: lack of trained supervisors, lack of supervision manuals, lack of training, shortage of budget, and high teaching load of supervisors and assignment of small number of supervisors hinder proper implementation of instructional supervision. As a result, awareness on the part of instructional supervisors and teachers through seminars, workshops and discussion opportunities about the different approaches of supervision in order to bring professional growth of teachers and improving their instructional practices were optional. Moreover, suggestions were forwarded to solve the factors that hinder proper implementation of instructional supervision practices.

CHAPTER ONE

INTRODUCTION:

1.1 Background of the Study

Schools are the formal activities of education where the future countries are formed and developed done the process of teaching and learning. So schools need to help all students to develop their potentials to the maximum level. This requires the efficiency and commitment of the stakeholders particularly teachers, school leaders and management (Aggarwal, 1985). So schools have to improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional development.

To achieve these expected outcomes, education system must ensure the existence of relevant curriculum and improved instructional situations and professionally motivated and competent teachers. In line with this, Mohanty (1990) stated that in educational system, there are different variables that have their own contribution for its development. Altogether, the one which is the main input and important is the teacher who needs actual instructional support. The relevant and quality education can be provided for the learners by engaging a well-trained and professionally developed teacher at all levels of education.

In line with this Ahmed (1998) mentioned that the effectiveness and competence of an organization are relied on the quality of performance of the staff. Schools are within the dynamic and changing social system, teachers and other staff personnel continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent.

Effective learning of students is promoted through the provision of effective supervisory support to teachers. In support of the above idea, Chanyalew (2005) stated that instructional supervision approaches are important in promoting teachers professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skill to promote better teaching and learning. Similarly, Supervision Manual of MoE (1987) illustrated the role of supervision in school system as ensuring curriculum implementation, providing direct

technical support to teachers, providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation. School-based instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learner. Supporting this, MoE (1995) mentioned that the main focus of supervision became providing support for teachers and enhances their role as key professional decision makers in practice of teaching.

It is believed that the improvement of schools would not be accomplished without improving teachers' education. The quality of teachers' education is determined by the provision of adequate supervision support from teachers. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from education officials at different levels to implement instructional supervision effectively. Therefore, the concern of this study is to see the current practice of instructional supervision approaches and factors affect this practice.

1.2 Statement of the Problem

The strength and effectiveness of instructional supervision is one of the key aspects for improvement of teaching learning process, teachers' professional development and achievement of students. To achieve this goal, schools should be supported by committed and skillful supervisors. Instruction can be successful and improved by regular and adequate Support of instructional supervisors. But there are problems and challenges in instructional supervision. In order to address the different problems and challenges, their beckground from they were graduated teachers Governmat and private College graduate. Some there is the evidence that privete college are focusing on profit so; with out delivering quality education (training) money ohirted, forjidity, parches document, heture theit education attendance, no standersto measure their competence, many countries have initiated procedures of their supervision system. Ethiopia is one of the countries that spoken the process of supervision system to improve teaching-learning system and to assure education quality. The need to initiate system of instructional supervision and reduce the challenges that face in the area will improve students' learning and their achievements.

In the present practice, instructional supervision approaches supposed to focus mainly on teachers' professional growth so as to enhance instructional practice of schools and to bring about the desired change of behavior on the parts of their students. As stated by Carron, De Grauwe and Govinda (1998), education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners and educational supervision has greater potential force to enhance teachers' professional efficiency there by contributing to students learning better.

However, from information of the researcher, the existing reality of supervision in the secondary schools of Shoa Zone does not seem to suggest a positive impact of supervision approaches on instructional improvement. It is heard from some secondary school teachers that they do not receive what they expect from supervisors, supervisors often not seen in schools. Being isolated statistics without realistic connections with the reality of the classroom, they usually involve in monotonous inspection of administrative nature. As Chanyalew (2005) illustrated, many teachers have been heard complaining that conferences and workshops at grassroots level are missing.

Moreover, teachers are not benefiting from supervisors. Therefore, teachers face difficulties not only in undertaking instructional problems but also in implementation of curriculum and new instructional methods.

As far as the practice of instructional supervision in primary and secondary schools is concerned, some researches were conducted a research in different regions. For instance Haile (2006) conducted a study on supervisors' techniques, Chanyalew (2005) on supervisory procedures, and Atiklt (2008) on major functions of supervision. Almost all of the above studies found that supervisory techniques, procedures and skills of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Also, supervisors are not setting the necessary effort in providing in-service training to enhance teachers' effectiveness.

But the study did not address the practice and contribution of instructional supervision approaches for promoting teachers' professional development.

The research finding the gap of supervisors in supporting the real implementation of CPD. The research results that teachers lack awareness and orientation on the activities and significance of school based supervision in effectiveness of practices of supervisory options matching with the individual teacher's development level, and inabilities of supervisors to apply the necessary

process for the classroom observation properly, lack of relevant training programs for supervisors, scarcity of experienced supervisors, lack of supervision manuals in schools and shortage of allocated budget for supervisory activities. A research conducted by on supervisory practices of cluster supervisors in promoting teachers in teachers' professional competences found that there was lack of adequate professional support for newly deployed teachers in instruction and peer coaching, focus on administrative matters than on academic issues, less mutual professional trust between principals and teachers, considering clinical supervision as fault finding, fear of newly deployed teachers that supervisors will report their weaknesses to the other stakeholders, lack of training, need assessment from the basis of teachers pedagogical gaps, lack of linkage of the schools with the NGOs to financial support, challenges that face from teachers to accept comments, lack of systematic identification of teachers skill gaps and lack of support for teachers on instructional activities.

The researchers of this study well-known that principal, supervisors matter to improved student learning by working through principals and teachers, exactly, by supporting principals grow as instructional leaders. The other thing that affects supervisory practice is the task supervisors do when they supervise the school's instructional activities. Mentioned some of the traditional tasks of principal supervisors. They supervise school leaders, and the buildings they run. They also supervise compiled local policies and state regulations. They spend their time checking these and other administrative tasks rather than academic issues. This recent research suggested that principal supervisors can positively affect student achievement by supporting school principals grow as instructional leaders. By giving right training and support, supervisors can assess and evaluate the current leadership practice of principals. By doing this, they can identify professional learning opportunities which can improve teaching-learning and student achievement. The study also added that supervisors often lack the right training and support to help principals in capacity building as instructional leaders. As most principal supervisors were former principals, they know the burden and complexities of the job, they are not ready to give advice and guide school principals. Instead of leading school, these supervisors must now coach and support principals whose work requires sets of different skills.

To the knowledge of the researcher, there is no sufficient studies were addressed the practice and contributions of instructional supervision approaches for promoting teachers' professional

development in North Shao Zone. Owing to this, the researcher decided to fill the gap by conducting research in North Shao Zone. Therefore, the main purpose of the study is to measure the contribution, the current practice, the instructional supervision approach preferred by teachers and factors delaying instructional supervision approaches for teachers' professional development in secondary schools of North Shoa Zone.

To these end, the following basic questions raised to answer in the course of the study.

1. What are the duties and responsibility of supervisors in leading training in secondary schools of North Shoa Zone?
2. How effective are supervision in improving instruction CPD in secondary schools of North Shao Zone?
3. How do supervision engage in the CPD of teachers in secondary schools of North Shoa Zone?
4. What challenge do supervisors face in their instructional roles in secondary schools of North Shoa Zone?
5. What are the major issues (problems) hindering the practice of school based instructional supervision in secondary schools of North Shoa Zone?

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this study was to measure the contribution, practice of school based instructional supervision approaches and factors hindering the practice of instructional supervision and secondary school teachers' professional development.

1.3.2 Specific Objectives

More specifically, the objectives of this study were to:

1. To Identify the duties of responsibility of supervisors in leading training in secondary schools of North Shoa Zone
2. To access effectiveness of supervision in improving instruction CPD in secondary schools of north Shao Zone

3. To investigate supervision engagement in the CPD of teachers in secondary schools of North Shoa Zone
4. To explain the extent of challenges do supervisors face in their instructional roles in secondary schools of North Shoa Zone
5. To explain the major issues (problems) hindering the practice of school based instructional supervision in secondary schools of North Shoa Zone.

1.4. Significance of the Study

The study would help the schools to promote positive perception of teachers towards instructional supervision and improve teacher's professional competency which in turn helps to improve learning and students' achievement. Additionally, the study would have significance in finding out better solutions which can track-up the role conflict in the organization and implementation of instructional supervision in the public secondary schools of Oromia Region, in secondary schools of North Shao Zone and it has also importance in improving teachers' knowledge, skills, attitudes, and creativity which has a direct impact on learning climate and students' achievement as well as on their own professional development. It may also help to solve problems like lack of technical and interpersonal skills of supervisors, and it may help teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision is being implemented.

The study can also be used by Oromia Regional Education Bureau to plan intervention to enhance supervisory practices and programs of teacher's professional development in the public secondary schools of Oromia Region. It may also provide important information to the national and regional policy makers and program designers so that they will further revise and develop appropriate programs. Finally, it may serve as a starting point for other researchers who are interested to do their research on the area.

1.5. Delimitation of the Study

This research work was designed to be taken in Oromia Regional State in the north Shoa part of Ethiopia. Because of the limited time and the human, material and financial constraints, and to make the study manageable, the researcher delimited the scope of the study to this region. Due to the location of the schools and dispersed payment, the scope of the study was limited to seven selected public secondary schools of the region, hence; did not included all secondary schools in

the region. The selected public secondary schools were, Gohatsion secondary school, Dagam secondary school, Abdisa Aga secondary school, Fitch number two secondary school, Fitch Secondary school, Chagal secondary school and Dabra tsign secondary school. The sample population was taken from the above mentioned public secondary schools, inclusive were; teachers, school principals, vice principals and department heads that were selected by using stratified and purposive sampling techniques to made up a sample size of the target groups.

Among several activities which are being implemented for the overall school improvement, this study was delimited to assess instructional supervisory practices of teachers in public secondary schools of Oromia region in North Shoa. Besides, owing emphasis gives for the relationship of the two concepts, for the reason that, the effectiveness of instruction is directly and powerfully related to the conditions of teachers' performance development.

1.6. Organization of the Study

This research is organized in three chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, research questions, and objectives of the study, significance, scope and delimitation of the study. The second chapter deals with review of literature relevant to the research. The third chapter deliberate about the research methodology, description of the study area, research design, data sources, target population of the study, sample size and sampling techniques, data gathering instruments, validity and reliability of instruments, data gathering procedure and ethical consideration.

1.7. Definition of Key words

External Supervisors: Officials who are qualified and assigned by the Regional Education Bureau in order to facilitate inspection and supervision duties and responsibilities in secondary schools of the region.

Instructional Supervision: In the context of this study it refers to the process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.

Instructional supervision practices: is defined in this study as the actual and definite implementation of instructional supervision which is exercised and perceived by teachers while they are engaged in teaching.

Instructional supervision approaches: is defined in this study as alternative approaches of supervision in which supervisors conducting and providing support, motivation, and trust based feedback to promote the instruction process (teaching-learning) and its environment and teacher's instructional skills and professional development.

School Supervisors: Are internal supervisors i.e principals, vice principals, and school based supervision committee members (department heads, senior teachers and unit leaders)

Secondary School –In the Oromia Region Education Bureau context currently it refers to any one school that can have grade (9-12).

A Teacher Professional Development, in this study is refers to, direct or programmed activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This section presented the existing international, national and regional literatures in the area of school instructional supervision, teacher's professional development, and teachers' perceived practices of instructional supervision and challenges of instructional supervision in public secondary schools. The study was discussed different views, suggestions, theories and findings of many researchers and authors on the following issues; concept and development of instructional supervision practices, the extent of instructional supervision practice in public secondary schools, practices of teachers professional development, contribution of instructional supervision practices in the prediction of teachers' professional development, and challenges of instructional supervision practice in public secondary schools.

2.1. Concept and Development of Instructional Supervision Practices

School supervision, according to Beycioglu and Donmez (2009), is defined as “an administrative inspection that lays emphasis on administrative monitoring, enforcement and control” (p.71). As it is described by various writers, school supervision is generally related with external inspection aimed at monitoring and control of teachers' performance and school improvement (Beycioglu & Donmez, 2009; Zepeda, 2007).

School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008). But, since the demand of teachers for guidance and support rendered from supervisors has increased from time to time, some countries changed the terminology and preferring the term “supervisor” over that of “inspector”. Furthermore, some countries have recently developed more specific terminologies: Malawi, uses “education methods advisor”, and Uganda “teacher development advisor”.

In line with the above practices, Beycioglu and Donmez (2009) stated that “school supervision has been changing in its practice from a control mechanism which inspects and restricts teachers

for not having them make errors to a practice which allows schools, especially at present, to have its members supervise themselves in collaboration and group dynamics” (p. 72). This suggests the paradigm shift from the concept and practice of general school supervision (external inspection) to instructional (in-school) supervision in various countries.

Instructional supervision is defined by various authors as a type of school-based (in school) supervision carried out by the school personnel (principals, department heads, senior teachers, and selected supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which rely on the system that is built on trust and collaborative culture (Beach & Reinhartz, 2000).

The concepts of “supervision” and “inspection” have been changed frequently in Ethiopian education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1941, educational inspection was practiced for the first time, and then it was changed to supervision in the late 1960s again to inspection in mid 1970s and for the fourth time it shifted to supervision in 1994. Haileselassie stated that “with the name changes made we do not notice any significant changes in either the content or purpose and functions” (p. 11).

From 1994 onwards, in order to effectively and efficiently achieve the intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is done by the school personnel (school principals, department heads and senior teachers) (Haileselassie, 2001).

The study conducted by (Alemayehu, 2008) in Addis Ababa, the capital city of Ethiopia, indicated that somewhat different, in which a new approach to supervision called subject area instructional supervision has particularly practiced in government and private schools of its City Administration since the beginning of 2004. It is a type of school-based (in-school) supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers. The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration Education Bureau based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

The major responsibilities of subject-area instructional supervisors in Addis Ababa include: (1) examining and reporting the programs, organization and management of the teaching-learning activities; (2) developing and presenting alternative methods used to improve instructional programs; (3) guiding and monitoring schools and teachers; (4) preparing and organizing professional trainings, workshops, seminars, etc.; and (5) monitoring and supporting the mentoring (induction) programs for beginners (Alemayehu, 2008).

Generally, the primary goal of school supervisory practices is improving instruction of teaching and learning. Opportunities arising from supervision make it possible for the teachers to be shaped through a deeper study of classroom interactions and instructional activities in order to perform teaching duties in accordance with their professional code of conduct. Supervisors ought to help the teacher being supervised to realize their potential in the course of conducting supervisory exercise. It is important the supervisor monitors the teachers' work, queries the teachers on why they use certain teaching methods and later provide them with information on best practices in teaching which would hence improve the teachers' in their teaching practice. The practice of supervision offers an opportunity to both the supervisors and teachers to work harmoniously in improving student learning (Aseltine, Faryniarz, & Rigazio-Digilio, 2006).

2.2. Instructional Supervision Practices

Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008, p. 6). According to Zepeda (2007), there must be a clear connection between instructional supervision and professional development. She added that the various models or approaches to instructional supervision, such as clinical supervision, peer coaching, cognitive coaching, mentoring etc., each have different contributions to make towards enhancing teachers' professional development.

Research findings on instructional supervision suggested that there is a significant link between instructional supervision and professional development. They are inter-linked and inter-dependent (Burant, 2009). In support, Sullivan (1997) notes that the fields of educational

development, instructional supervision and professional development are interlinked and “can and should overlap as needs and local preferences dictate” (p. 159).

Instructional supervision is normally understood to mean the formal process of professional support accorded to practitioners to enable them develop knowledge, competence and assume responsibility for their own practice. It is the process of helping, guiding and mentoring a teacher with the sole purpose of improving their delivery of classroom instruction and consequently student learning. (Bernard & Goodyear, 1998). Through supervision of instruction, the supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parents are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard; hence in the long run, the goal of education is achieved.

Instructional supervisors may work with teachers in the following two broad ways that significantly affect teacher instruction and, as a result, student learning (Kleine-Kracht, 1993; Liu, 1984; Peterson, 1989).

2.2.1. Direct supervision practices

Direct instructional leadership practices include the immediate interactions with teachers and other personnel to address classroom, teaching, and student performance and curricular concerns. Direct supervisory practices can be grouped into two broad categories relative to supervision: curriculum supervision and instructional supervision (Jesse, 1989; Ornstein, 1991). These are examined in the following section.

(i) *Curriculum Supervision*

According to Oliva and Pawlas (2001), curriculum includes (a) all in-school experiences, including classroom, learning experiences, student activities, use of the learning resource center, assemblies, use of the cafeteria, and social functions; and (b) out-of-school learning experiences directed by the school, including homework, field trips, and the use of community resources.

The following are the major direct instructional leader’s responsibilities associated with curriculum supervision (Murphy, 1990; Oliva & Pawlas, 2001; Robbins & Alvy, 2003): (a) providing the forum or setting to facilitate teacher curriculum and program discussions, either individually or in groups; (b) ensuring curriculum implementation; (c) facilitating curriculum

needs assessment involving parents, teachers, and students; (d) coordinating the curriculum (e.g., by translating the curriculum knowledge into meaningful curricular programs, by matching instructional objectives with curriculum materials and standardized tests, and by ensuring curriculum continuity; and (e) promoting the coverage of syllabus content (e.g., by ensuring that the content of specific courses is covered in class and extended outside of class by developing and conforming homework policies.

(ii) *Instructional Supervision*

Drake and Roe (1999) defined supervision of instruction as the process through which the headteacher attempts to work with teachers and other staff members cooperatively to improve teaching and learning in the school. Used in this sense, supervision of instruction, by design, is a developmental process through which instructional leaders can reinforce teaching practices that improve student learning.

The following are the major direct instructional supervisory functions of the instructional leader (Murphy, 1990; Southwest Educational Development Laboratory, 1991): (a) making frequent visits to classrooms, observing, soliciting and giving feedback to teachers on instructional methods and materials; (b) assessing the instructional program; (c) promoting quality instruction by ensuring and coordinating instructional programs and defining recommended methods of instruction; (d) supervising and evaluating instruction (e.g., by ensuring that school goals are translated into practice at the classroom level and monitoring classroom instruction); and (e) allocating and protecting instructional time (e.g., by providing teachers with uninterrupted blocks of instructional time and ensuring that basic skills and academic subjects are taught.

2.2.2. Indirect supervisory practices

According to Kleine-Kracht (1993), indirect supervisory activities are concerned with the school's internal and external environments, physical and internal contexts of the classrooms, teaching, curriculum, and the meaning of the instructional supervisor's actions for teachers. Instructional supervisors involved in indirect supervisory practices facilitate leadership in other personnel in the schools (e.g., teachers and departmental heads) in the following major ways (Little & Bird, 1987; Peterson, 1989): (a) improving teaching and learning conditions (e.g., by ensuring clean, safe, healthy, and productive learning environments, being aware of and dealing

with minor problems and issues before they become major problems, and providing teaching and learning resources, materials, and incentives to pursue new ideas and create new options); (b) helping them to set school-level instructional standards; and (c) understanding teachers' instructional concerns and classroom conditions and offering needed assistance to address them.

2.3. Instructional Supervision Approaches

Implementing different supervisory approaches is essential not only to give choices to teachers; it is also important to provide choices to the administrators and schools (Kutsyuruba, 2003). The widely practiced approaches to instructional supervision (formative evaluation) are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios, (Sergiovanni & Starratt, 2007; Zepeda, 2007). Details of each component of instructional supervisory approaches are discussed as follows.

2.3.1. Clinical supervision

One of the supervisory approaches, which designed to help teachers improve on instruction and increase the professional growth of teachers, is clinical supervision. On this regard, Sergiovanni and Starratt (2007), defined clinical supervision as “face- to- face contact with teachers with the intent of improving instruction and increasing professional growth”. It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003).

Clinical supervision is best suited to help teachers develop those aspects of professionalism that concerns non routine problems and the skills, systematic knowledge, and ethical judgment needed to solve them effectively. In fact, these concerns are at the heart of clinical supervision (Acheson and Gall, 2003). Goldhammer, Anderson and Karjewski (1980) described that the structure of clinical supervision includes the following key components: Pre-observation conference, classroom observation, analysis and interpreting the collected data, post-observation conference with the teacher, and critique of the previous four steps/ post-conference analysis.

Sergiovanni and Starratt (1998) described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial evaluation, including input from students.

Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching (Goldhammer *et al.*, 1993).

For clinical supervision to be effective, there are some commonalities that are evident. These themes include (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and mutuality; (b) teachers control over the products of supervision; (c) teachers retain control over decisions that impact their teaching practices; (d) there is continuity in the supervisory process over time; (e) supervisors provide teachers with nonjudgmental observational data; and (f) both teachers and supervisors engage in reflective practice (Nolan, Hawkes, & Francis, 1993).

Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz (2000), teachers tend to favor individualized, close and supportive supervision, which addresses their individual needs. Teachers also agree on the basic assumptions and effectiveness of clinical supervision, accepting recommendations for change, which they believe is possible in their classroom behavior. Thus, clinical supervision is not the means of improving supervisors' skills.

For Tanner and Tanner (1987), the focus of clinical supervision “on actual classroom practices ensures that the process is of practical significance to the teacher”. This intensive development is a way of promoting teacher growth in self-direction and self-confidence by encouraging teachers to make instructional decisions.

2.3.2. Collaborative supervision

Collegiality and collaboration are very important in modern schools. Fullan and Hargreaves (1996) observed that teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth. “Interns, beginning teachers, and individuals who are new to a school or teaching assignment may require a considerable amount of support from their more experienced colleagues. These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are also given to the supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Such approaches are developed for teachers and supervisors “to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture that promotes learning and growth for everyone involved” (Arredondo et al., 1995, p. 74).

2.3.3. Self-reflection

The context for education is ever changing. As a result, teaching should never be viewed as a static profession. In response to changing circumstances, teachers have a professional responsibility, collectively and individually, to reflect on what is happening and why, as well, as the effectiveness of their current teaching practices. Thus, teachers can participate in collective reflection practices, such as peer coaching, cognitive coaching, or mentoring, as well as self-assessment reflective practices. Each teacher “has a responsibility to exercise her or his professional judgment in modifying and refining these practices so that students’ best interests will continue to depend on teachers’ perceptions and values, a program of self-directed development (Glatthorn, 1990) can be the most effective for some teachers. Self-directed

approaches are ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers.

Reiman and Thies-Sprinthall (1998) noted that, perhaps, the most important dimension of self-assessment is the ability to reflect on one's experience as a teacher. As Glatthorn (1990) suggested, "self-directed development is an option provided teachers that enables them to set their own professional growth goals, find the resources needed to achieve those goals, and undertake the steps needed to accomplish those outcomes" (p. 200). In order to improve instructionally, teachers learn to analyze their own classroom behavior. Although an administrator or supervisor may facilitate the process, the assessment of classroom performance begins with teachers who are served (p. 11) developmentally ready. Teachers, therefore, need to have self-analysis skills to examine the various aspects of their instructional delivery system (Beach & Reinhartz, 2000).

Self-assessment is regarded as a process of reflection that engages teachers in the variety of activities, such as inventories, reflective journals, or portfolios, for the purpose of instructional improvement by rethinking past experiences and finding new alternatives. But this self-analysis sometimes may not be appropriate. Therefore, to begin the process teachers need to consult with supervisors or peers, and decide on their own plan (Reiman & Thies-Sprinthall, 1998).

Beach and Reinhartz, (2000) discussed seven steps of effective self-assessment supervision. The first step is for teachers to analyze and reflect on their teaching performances. In the second step, teachers use the information from their reflective journals and completed inventories to analyze their effectiveness in self-assessing process. The third step involves feedback from other sources, such as supervisors, peers, and/or students. The fourth step in self-assessment, most important in determining the accuracy of the information from other sources, is analyzing data. The next step involves developing possible strategies for initiating improvement. The sixth step comes as teachers implement the agreed-upon changes in their own instructional behavior. Finally, at step seven, teachers reassess the effectiveness of the change. This model can be effective if teachers are aware of their need to develop. Beach and Reinhartz (2000) stated, "the key to successful self-assessment supervision... is to connect effective teaching behaviors with the needs and perceptions of teachers" (p. 149).

2.3.4. Portfolios

If teachers want to be involved in their own development and supervision, they must take ownership of the evaluation process. The best avenue for teachers to involve in such practice is the teaching portfolio (Painter, 2001). A teaching portfolio is a teacher compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher's professional growth and abilities.

A professional portfolio can serve many different purposes. Although the portfolio can be time-consuming to construct and cumbersome to review, it not only documents the development of innovative and effective practices, but it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing (Sullivan & Glanz, 2000).

Wolf (1996) advocated the importance of this approach by stating that it can capture the complexities of professional practice in ways that no other approach can: "Not only are they [portfolios] an effective way to assess teaching quality, but they also provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching" (p. 34). Although each portfolio is different, they usually include teacher resources, references, and professional articles with practical suggestions.

Portfolios can be used to support and enrich mentoring and coaching relationships (Sullivan & Glanz, 2000). Wolf (1996) noted that teachers create portfolios for a variety of reasons, namely, to demonstrate their achievements, to acquire new positions, or to build their own professional development by creating portfolios based on individual growth plans.

2.3.5. Professional growth plans

Professional growth plans are not a particularly new approach to teacher supervision and staff development. Beach and Reinhardt (2000) stated that in order to assess teacher performance, one must consider the instructional intent, the teaching learning interactions, and the results of teachers' efforts. It is useful for the supervisor to engage teachers in reflective writing, as well as describing the goals and objectives with their perceived results. In the past teachers participated

in individual goal setting activities, which now are referred to as professional development plans “long-term projects teachers develop and carry out” (McGreal, as cited in Brandt, 1996, p. 31).

The teachers are required to reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals. Teachers select the area in which they wish to enhance their skills, put their entire plan in writing, including where to obtain the knowledge, what workshops they will attend, what books and articles they expect to read and how they will set up practice activities. It also includes who will observe them as they begin to implement the new learning. Professional growth plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning” (Barkley & Cohn, 1999).

2.3.6. Administrative monitoring

Administrative monitoring (Glatthorn, 2007) is a process by which the supervisor monitors the staff through brief unannounced visits, simply to ensure that the teachers’ responsibilities are carried out properly. While the majority of books on supervision emphasized the inefficiency of this approach, Glatthorn (2007) argued “there is persuasive evidence that such monitoring is a key aspect of principal’s role in instructional leadership”. This approach to supervision is viewed by scholars as the remnant of inspectorial supervisory practices. This method is widely used by school administrators in teacher evaluation, and is considered necessary for beginning teachers to measure their success and growth. Administrative monitoring gives the principal information about what is happening in the school, and enables him or her to be aware of any problems. Teachers see the principal as actively involved and concerned. The administrative method is successful when there exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader.

2.4. Approaches of Organization of Supervision in Ethiopia

According to (Million, 2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster

Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education.

2.4.1. Supervision at school level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

2.4.1.1. The roles of school principal in supervision:

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).

2.4.1.2. The roles of deputy principals in supervision:

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

2.4.1.3. The roles of department heads in supervision:

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

2.4.1.4. The roles of senior teachers in supervision:

According to the career structure developed by (MOE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, subordinate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well located to supervise other teachers within their department.

2.5 What is the Relationship between Instructional Supervision practice and Teachers Professional Development

A lot of researchers have taken interest in understanding the relationship between supervision of instruction and professional development in the past periods (Beach & Reinhartz as cited by Kiptum, 2015) and various authors have stated that instructional supervision has an implicit connection with professional development (Zepeda, 2007). Because this important role, it should

not be fashioned to control teachers but to work co-operatively with them if it has to achieve the desirable end.

On the other hand, it should be noted with great concern that the way teachers gain professional support from instructional supervisors and the way they view and think about instructional supervision is very important in determining the outcomes of the supervision process. (Beach & Reinhartz as cited by Kiptum, 2015) are also advocate for a collaborative, strength-based approach that promotes teacher growth rather than the one that conditions teachers to wait for the administrator's directive and approval. It is the one that inspires the teacher to be an active and innovative problem-solver and meet the challenges involved in learning.

As pointed out by Zachariah W. and Da Costa J. L, (2000), Professional development is a vital component of on-going teacher education and is central to the role of principals and teachers. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality. Instructional supervision, with its emphasis on partnership and professional improvement, may be an important tool in building an effective teachers' development program.

With reference to the above idea many researchers suggested that, Teacher professional development is one of the primary domains of instructional supervision (Drake and Roe 1999; Oliva and Pawlas 1997; Sergiovanni and Starratt 1993). According to Sergiovanni and Starratt (1993), the teaching staff development frame of supervision of instruction "views teaching as a profession within which the development of professional expertise through problem solving and inquiry are considered to be the main focus of supervision" (p 284).

Beach and Reinhartz (1989) suggested the above ideas of many researchers that instructional supervision as a multifaceted process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt (1993), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better, or may be to inquire into his or her teaching. Such a goal permits instructional

supervisors to focus on teachers' instructional improvement which, in turn, improves the quality of learning.

There are several ways in which supervision and teachers' development are connected. One connection, according to Mc Quarrie and Wood (1991), is through the use of data. In their view, data from supervisory activities can be used in the planning and implementation of teachers' development to improve instructional practices and as a means of helping teachers to refine and expand skills acquired during in-service training. The authors also contend that teachers' development is a prerequisite to effective supervision and may be used to prepare teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices.

Mc Quarrie and Wood, (1991) note that both supervision and teachers' development (a) focus on helping teachers become more effective in the classroom; (b) are judgment-free processes that improve teachers' instructional practices in a non-threatening atmosphere; (c) may be provided by teachers, supervisors, and administrators; and (d) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

The planning and administration of effective teachers' professional development programs should be grounded in and guided by research and best practice (Wood and Thompson 1993). Such a foundation should result in teachers' development that promotes school improvement, a school climate and culture supportive of change, and individual and institutional professional learning (Wood and Thompson 1993). The instructional supervision of teachers can and should be an important component of an effective, comprehensive teacher professional development program.

2.6. The instructional supervision practices that accounted in the prediction of teachers' professional development

The term instructional supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Thus, instructional supervision is seen as a positive force to facilitate improved learning of students and has a paramount role in promoting instructional, curricular and staff development activities by using different approaches and implementation techniques.

2.6.1. Instructional supervision techniques

Evaluation and observation are a required component of instructional supervision in schools is mandated to oversee teacher's performance. Evaluation is a summative process for school leaders to make decisions regarding tenure, retention and promotion (Acheson & Gall, 1997); whereas supervision refers to improving instruction and achieving goals (Sergiovanni & Starratt, 1993). Glickman *et al.* (2001) asserts; Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations. If the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation and, if necessary, termination (p. 299).

Accountability is the goal of the evaluation process and complies with state and local policies regarding teacher supervision. Evaluation relies on rating scales and summative assessments to document a teacher meeting certain criteria based on state and local standards (Sergiovanni & Starratt, 1993). Although the supervision and evaluation processes are related, the outcome objectives can differ between improvement and accountability (Glanz, 2000; Glatthorn, 1990; Glickman, 1990; Sergiovanni & Starratt, 1993).

Formative and summative evaluations are not mutually exclusive and both are necessary in schools (Glickman *et al.*, 2001). The two types of evaluation have entirely differently purposes and should be kept separate to avoid conflicts (Acheson & Gall, 1997). Evaluation is a summative process whereas supervision is a formative method for teachers improvement (Glickman, 1990; Glatthorn, 1990). Supervision involves assisting in the improvement of teaching (Glickman *et al.*, 2001).

Summative and formative evaluation differ in purpose, however, both methods provide data that can be used interchangeably. In addition to observed instruction, evaluation criteria can include noninstructional areas such as compliance with school regulations, extra-curricular assignments and cooperation with colleagues (Glickman *et al.*, 2001). Formative criteria may include professional development or action planning in individual classrooms (Zepeda, 2007). These criteria can be included as criteria of locally approved supervision and evaluation models under the guidelines of state policies. Evaluation has frequently become a substitute for instructional

supervision due to its measurable and quantifiable characteristics and because of state and federal accountability standards (Sergiovanni,& Starratt, 1993).

2.6.2. Implementation of instructional supervision techniques to teachers' professional development.

A supervisor should understand, know and implement the techniques in the implementation of instructional supervision approaches. This is because supervision has a role and is a very important concept in learning problems. In the context of assisting teachers and improve learning and so that the implementation operates effectively, the supervisor should have the technical skills in the implementation of supervision approaches, the skills such as the ability to apply the techniques of supervision approaches properly. The techniques in the implementation of supervision approaches are divided into two, such as the techniques of individual supervision and group supervision techniques. According Sagala (2010: 210) there are many techniques used by supervisors in the implementation of supervision approaches that aims to assist teachers in teaching and learning, both cooperatively and individually or face to face, either directly or indirectly, or even through the media of communication, among others.

2.6.2.1. Individual supervision

According to Sagala (2010) this technique is implemented by the supervisor personally or individually with the aim of improving the quality of teaching in schools, when there is a problem faced by teachers which are personal or specific and secret. This technique can be implemented by classroom visits, classroom observations, individual meetings, visits between classes and self-judgement.

Classroom Visitation: Classroom visitations are carried out at any time in the classroom by the supervisor (the principal, inspector or supervisor) with the aim to see or observe the implementation of the learning process in order to collect data; the data will be used to carry out follow-up and coaching process effectively. The purpose of classroom visitation is to observe the process of learning in the classroom and help teachers to solve problems faced. Optimizing the way teaching and learning is completed by teachers and assisting them in fostering optimal work profession is a function of class visitation. (Sagala, 2010) *Classroom Observation:* Observation techniques implemented to follow the course of the visit the classroom during a lesson is

conducted by the supervisor actively, and the purpose of the observation techniques is that in the learning process effective data will be obtained regarding aspects of the situation observed, watched and studied in the practices of learning of every educator, finding properties that stand out and excel in each teacher, finding the needs of teachers' in teaching, obtaining materials and supervision programs and providing information to strengthen and foster the integrity of the school. (Sagala, 2010).

In practice, there are some aspects that are observed, including; activities and efforts undertaken by teachers and students in the learning process, learning how to use media, mental reactions of the learners, state of media used, social and physical environment of the school both inside and outside the school as well as supporting factors. The supervisors typically use a checklist as an observation tool for collecting data in collecting the necessary information more objectively about the situation in the classroom. (Sagala, 2010)

Individual Conference: This technique is implemented by teachers and supervisors through personal conversations on ways to solve the problems faced by a teacher. The aim is to increase and develop better learning. (Sagala, 2010)

Inter-visitation: The advantage of this technique is that teachers have the opportunity to observe other colleagues who are teaching, get new experiences both in techniques and teaching methods in the classroom, providing motivation for teaching activities and creating an atmosphere of fairness in an informal discussion about the problems encountered. Visits between classes can be done internally, namely the visit is carried out in the same school, and externally i.e. visits to other schools. (Sagala, 2010)

Self-Evaluation: One of the actions or the most difficult duty conducted by the leaders, especially for a teacher, is to carry out an assessment of himself by looking at his own ability in presenting the lesson material. To measure the ability in teaching, we can examine the ability of the learners and also self-assessment is a technique that can help teachers in maximising teaching. (Sagala, 2010)

2.6.2.2. Group supervision

According to Sahertian (2008) this supervision technique is conducted jointly in order to develop teachers by supervisors with a number of teachers in a group, such as meetings with teachers,

study groups of teachers, discussions, workshops and the exchange of experiences between teachers. Group technique supervision is carried out by the supervisor together with a number of teachers in one group. This grouping is based on problems experienced by teachers so that they are given appropriate supervision service. Some forms of supervision techniques that are used in the group, include teacher meetings, discussions, seminars, workshops, symposiums, and others.

2.7. Challenges Encountered Instructional Supervisory Practices in Public Secondary Schools.

Some challenges are met by school supervisors (school principal, vice principal, and department heads) in their instructional supervision practice. The first challenge is related to the perception of teachers towards supervision. Instructional supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As (Lilian, 2007), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vigorous. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

The second main challenge in instructional supervision is lack of adequate training and support. Supervisors need continuous and adequate training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make

them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

Excessive workload is also the third main challenge of effective instructional supervision in primary schools. The school level supervisors (principals, vice-principal's, department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

The fourth challenge in the implementation of instructional supervision is inadequate educational resources in the schools. There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process.

On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

Similarly, Research has revealed on the area of instructional supervision in secondary schools of different regions and zones of our country have shown that, all of the studies examine supervisors, techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are incompetent to improve the quality of teachers and the achievement of learners.

Also, supervisors are not placing the necessary energy in providing in-service training to enhance teachers effectiveness (Chanyalew, 2005; Getachew, 2001; Million, 2010; and Desalegn, 2012).

2.8. Current Practice of Educational Supervision in Ethiopia

Supervision, as a technical service helpfully done, a comprehensive and harmonized approach needs to be established between all those educational sectors (i.e. Educational institution and offices from central to ‘woreda’ and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision in Ethiopia: out of school organization of supervision and school based (instructional) organization of supervision. Out of school organization, supervision is mutual with department of educational programs and supervision at federal MoE; Regional Education Bureau; ‘Woreda’ Education Office and CRC level and school based organization, mutual with principals and supervision committee to translation the necessary professional and technical support to maintain quality and standard in order to ensure achievement of educational objectives (MoE, 1995).

Realistically, external experts may only observe lessons and evaluate teachers practice once a year, and not every teacher in every school. Therefore, the Ministry of Education Suggested School based supervision system to achieve the intended objectives of educational supervision. Instructional supervision meets local needs and develops a collaborative level (MoE, 1995).

The case of Oromia Regional State

Based on the information obtained from supervision manual of OREB a new instructional supervision approach has been introduced since the beginning of 2015 as part of implementing business processing re-engineering (BPR) in schools of the region. The task force collected of educational experts and supervisors from regional and zonal education office, and instructors from teachers training college of the region had organized. Then the task force discussed the issue of supervision, collect information from all stakeholders in their views on supervisory practice in schools and conduct study on the problems of supervisory practices in schools of the region (OREB, 2007).

Thus, at school level based on the number of teaching staff, instructional supervision committee members assigned in all schools of the region. The committee members are filled by vice principal, unit leaders, department heads and teachers who are recruited and selected among best and experienced teachers. According to Oromia Education Bureau supervision manual the number of committee vary in agreement of the number of teaching staff. For instance, for school which have 61 and above teaching staff, 12 supervision committee members are assigned. The manual further ordered school based supervision committee members to have only 10 teaching load (periods) per week. This helped them to provide supervisory service to teachers sufficiently.

According to school based supervision manual of the region (OREB, 2007), the responsibilities and duties of instructional supervision committee are: promoting qualitative improvement in the teaching learning process in the classroom with cooperation; helping teachers to have the necessary instructional skills, experience and knowledge for the grade level in which they teach, Building the confidence of teachers and upgrade their pedagogical skills and competence; learning achievement of students in the school; developing strategies to improve the functioning of the professional development of teachers; creating opportunities for mutual sharing of experience and holding discussion with individual teacher concerning classroom organization, lesson plan and media preparation and conducting pre-class observation conference, classroom observation and post observation conference with teachers as well as supporting different committees established in the school. In addition to the above responsibilities, instructional supervisors identifying specific training need and preparing and organizing professional trainings, workshops, seminars for teachers. Perform instructional and managerial activities with teachers and principals.

2.9. Summary of Literature Reviewed

Anyhow academics giving their views on how they perceive instructional supervision, they have mainly concentrated on instructional supervision which enhance students' academic performance, but not teachers' professional development which is a key area in students' performance in school. Hence, there is inadequate numbers of research studies on instructional supervision in enhancing teacher professional development differently in public secondary schools in Oromia Region North Shoa, in Gohatsion secondary school, Dagam secondary school,

Abdisa Aga secondary school, Fitcha number two secondary school, Fitcha Secondary school, Chagal secondary school and Debre tsige secondary school. The teachers' speech on how they perceive instructional supervision in enhancing their professional development is partially missing, and before it is very significant for teachers to understand the concept and purpose of instructional supervision and its connection to their professional development in order to improve on their performance.

There is also a gap in literature focusing specifically on the methods used by the principal in instructional supervision and teachers' professional development programs in the third world, Ethiopia included. This study has relied mostly on the western literature. From the literature reviewed, it can be deduced that while studies have found an effective theoretical and conceptual base concerning instructional supervision, the empirical research has not developed significantly in the area of instructional supervision in schools (school-based) and the relevant strategies to be used by principals for effective instructional supervision and teachers professional growth in public secondary schools of Oromia Region is inadequate.

This study therefore intended to fill the gaps by examining the instructional supervisory practices of teachers in public secondary schools of Gohatsion secondary school, Dagam secondary school, Abdisa Aga secondary school, Fitcha number two secondary school, Fitcha Secondary school, Chagal secondary school and Debre Tsige secondary school in North Shoa Oromia Region with an aim confidently, to provide solutions through analysis of both; quantitative and qualitative data within the paradigm design of descriptive survey.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

part of This study groups a description of the research place, the research design, source of data, target population, sample size and sampling techniques, data collecting instruments, data collection procedures, method of data analysis and ethical considerations respectively.

3.1. Description of Research Site

This research work was expected to be accepted out in North Shoa part of Ethiopia around Fitch Administration, 114Km away from the capital city, Addis Ababa and accommodate a total population 1,431,305 of in which 10% of it lives in urban .

The region shared common boundaries with 16 woredas, Dara woreda in the north and Marabite woreda in the east; West Shoa woreda in the south and Gojjem woreda in the west. North Shoa divided in 14 urban and 2 rural administrative woredas and these administrative woredas additional divided into 25 and 14 sub-kebles in urban and rural respectively.

According to North Shoa Education Bureau there are 51 public secondary schools in the region. The study was focused on 7 selected Governmental secondary schools that have the grade level (9-12), hence, did not included all secondary schools in the area. The selected public secondary schools were, Fitch secondary school, Abdis Aga Secondary school, Fitch N^o 2 secondary school, Gohatsion secondary school, Dagam secondary school, Chagal secondary school and Debratige secondary school.

3.2. Research Design

The study working Descriptive survey design. Descriptive survey design was preferred in the study because it enables the current researcher to make investigation with description of events and drawn conclusion based on the information obtained from relatively representative sample of the population. According to Cohern (1994), descriptive survey design help the investigator to gather data at a particular point in time with the meaning of describing the nature of existing condition or identifying the standard against which existing condition can be compared or

determining the relationship that is between specific events. The design was a mix of quantitative and qualitative techniques in such a way that quantitative element included the questionnaire, and the qualitative element included the interview, focus group discussion and documents.

Also, this method was preferred in order to address more precisely and effectively the practices and problems of instructional supervision in the Governimental secondary schools. Quantitative approach are well suited for identifying general trends in populations. For this research, Questionnaire were accepted for teachers and qualitative approach allowed the researcher to develop an understanding of individuals and events in their natural settings, taking into account the relevant context, for this reason interview was carried out for principals and vice principals, and focus group discussion was carried out for department heads in order to get their feelings on the current situation of school supervision. Hence, to examine and analyze the practices and challenges of instructional supervision in promoting instruction, as stated by (Gay, et al.2009), combining both quantitative and qualitative research approaches were accepted.

3.3. Sources of Data

The sources of data for this study were primary source which are: school teachers, instructional supervision committee members (vice-principals, senior-teachers and department-heads), school principals and secondary school supervisors of North Shoa zone.

3.3.1. Primary sources

Primary data was gathered by using a questionnaire, focus group discussion and interview. It was gathered from sampled teachers, school principals, vice principals and department heads from seven selected secondary schools under North Shoa zone Education Bureau.

3.3.2. Secondary sources

The secondary data is obtain from different documents such as investigation papers, papers, teachers' placement data and the annual education forum and inspection reports of the Regional Education Bearau.

3.4. Target groups (Study population)

Population refers to an entire group of individuals having common observable characteristics. It is a collective of all that which conforms to a given specification (Mugenda & Mugenda, 2003), the complete five weredas of North Shoa was considered as the study area. This area was obvious to be taken as a setting for this study the reason was, since the researcher has worked in teaching in different schools located at different Woredas and later he was lead teacher and vice principals and has lengthways period of time experience in supervision, the schools implementing the practice in poor manner and identified the supervision practice gap needed to be assessed, in addition no recent research investigated in instructional supervision in the area to improve the practice. Therefore, the population of the study comprises instructional supervisors i.e. principals, vice principals & department heads and teachers of the seven sampled schools, and Woreda Education Office supervisors. Accordingly, 7 principals, 84 heads of departments, 250 teachers were the population of the study.

3.5. Sample and Sampling Techniques

The study remains to be conducted in government secondary schools of North Shoa Zone. As to the data from North Shoa zone education office, there are 16 woredas. Hence, the sampling for woredas and schools was made by multi stage sampling in which 32% of 16 woredas were selected. However, some woredas were not included because of the current security problems in the area. Accordingly, Dara and Ejere were not included in the sampling process. Out of 51 government secondary schools, 7 (30%) were selected, using simple random sampling technique. These are: Gohatsion secondary school, Dagam secondary school, Abdisa Aga secondary school, Fitch number two secondary school, Fitch Secondary school, Chagal secondary school and Debre tsige secondary school.

After selecting the sample schools, school-based instructional supervisors, teachers and external supervisors were identified. Consequently, Krejcie and Morgan (1970) as cited in Cohen et al. (2005) suggested that the sample size for population size of 672 shall be 249. As a result the researcher took 250(93%) sample teachers from 7 sample schools, totally having 249 teachers by using systematic random sampling technique. The total population of school principals of the

sample schools (7 in numbers), and secondary school supervisors (5 in numbers) who would be found in the sample schools woreda, were included in the study.

Totally, 672 respondent's means 250 teachers, 7 schools based supervision committee members (vice principals, senior teachers, department heads and unit leaders), 7 principals and 5 secondary school supervisors were included in the study.

In addition, purposive sampling technique was employed to select four key informants, such as school principals, vice principals and department heads. Moreover, the sample size of teachers for the study was determined using sample size determination formula, which stated by Yamane (1967). According to him, for a 95% confidence interval and level of precision 0.05, size of the sample should be

$$n = N / (1 + N(e^2))$$

Where, N = Population size

e = level of precision

n = sample size

Therefore, the sample size will be

$$n = 672 / (1 + 672(0.05^2))$$

$$n = 250$$

Finally, to allocate sample size of n to different stratum proportional allocation method was used which Bowley (1926) originally proposes. the required sample of study subjects were calculated using proportional to size allocation technique from each school and four stratum by using the calculated sample (n=250), which is presented in the table below. Sample size of each stratum (ni) should be:

$$n_i = (n)N_i/N$$

Where, n = sample size

N_i = population size of the ith stratum

N = Population size

Total 1. population and sample size of each sample school teachers

No	School name	Total population	Sample size	%	Sample technique
1	Fitche secondary school	64	24	10	stratified random sampling
2	Abdia Aga secondary school	57	21	8	Systematic random sampling
3	Fitche N ^o 2	54	20	8	Systematic random sampling
4	Gohatsion	251	93	38	Systematic random sampling
5	Dagam	114	43	17	Systematic random sampling
6	Chagal	49	18	7	Systematic random sampling
7	Debratige	83	31	12	Systematic random sampling
	Total	672	250	100	

Source North Shoa Education Office 2023 statistic

Table 2: Total population and sample size

No	Types of respondents	Total population	Sample size	(%)	Sampling technique
1	Teachers	672	250	93	Systematic Random Sampling
2	Principals	7	7	100	Purposive
3	instructional supervisors	5	5	100	Purposive
4	High school supervisors	5	5	100	Purposive
	TOTAL	689	267	99	

Source North Shoa Education Office 2023 statistic

3.6. Instruments and Procedure of Data Collection

Data Collection for the study is done by using questionnaires and interviews. Both tools were developed in line with characteristics' of the respondents in the study area. After the tools were developed the validity and reliability were checked.

3.6.1. Questionnaire

Questionnaires were set with seven sections for 250 teachers and 5 Supervisor in light of the literature studied. All of the questionnaires were written in Amharic Both closed and open-ended types of questionnaires were constructed. The five rank responses (5= strongly agree (SA), 4= agree (A), 3= undecided (UD), 2= disagree (D), 1= strongly disagree (SD)) of Likert type questionnaires were constructed for data collection.

The pilot test was conducted to check whether the Likert scale can generate the expected information and to consider their internal consistency and to improve the items for the main

research. Pilot test was conducted on 33 teachers of North Shoa Zone Governmentare secondary school.

In this study, two sets of questionnaire items were used. The first sets of items deals with the general background of the respondents. The second set of questionnaires, which was prepared in English, administered to teachers. In terms of content, the two set of questionnaires had 35 items. The first section have 3 items on background information of the respondents and the second section 32 items on issues related to the relationship between practices instructional supervision and teachers professional development, being practiced instructional supervision, instructional supervision practices that contribute in explanation of teachers' professional development and major factors hindering supervision approaches. The item of the questionnaire adopted from the study of (Berhane, 2014, and Biruk, 2016). The researcher modified the questionnaire in the context of the current study. Besides, the questionnaire was administered to 250 teachers in seven Governmental of secondary schools selected by stratified random sampling. In order to make sure the content validity of the questionnaire the advisors examined the modified version of the questionnaire before pilot test conducted. The comment used to improve the clarity of statements, grammatical and typological error and difficulty of interpretation of the instruction. To make necessary corrections and maintain validity of the questionnaire, the adopted questionnaires were pilot tested before the final study. The pilot study performed at Abdisa Aga secondary school on 57 teachers, which did not incorporate in final data collection.

Reliability of the instruments

By using the result of the pilot test, the reliability of the items which were prepared to measure teachers' view towards the practice of instructional supervision approaches is taste.

3.6.2. Interview

Interview was conducts with 7 principals, and 5 high school supervisors chosen at the woreda level. Semi structure items is prepare for the above respondents. The interview items were developed by the researcher based on different literature views. The items were developed with English language and translated to local language (Amharic) for better communication with informats. The data were recorded both in written documents and in audio by using tape recorder.

3.6.3. Focus group discussion

Focus group discussion was conducted within school department heads to take the advantage of collecting variety of shared understanding from these interacting individuals. So, 8 department heads from the four selected public secondary schools were taken for focus group discussion because of the reasons that among those selected samples, they were subject specialists and had better chance of participation in the leadership of instruction and different educational activities. This has helped the researcher to understand the situation from the facial expression of the participants in addition to questionnaire and interviews.

3.6.4. Documents

The general instructional supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were assessed.

3.7. Data Gathering Procedures

The researcher has gone through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Norh Shoa education bureau (for additional letters towards schools) for ethical permission, the researcher directly went to Abdisa Aga secondary school to pre-test the data-gathering instruments. At the end of all aspects related to pilot test, the researcher has contacted this Regional education bureau and the principals of respective schools for agreement. After agreeing with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently as needed by the researcher and they were closely helped and supervised to solve any confusion regarding the instrument even though the situation during poletical esuios was so hard to carried out all these duties as expected. Finally, the questionnaires were collected and made ready for data analysis.

On the other hand, school principals, and supervisor were interviewed, While interview was being conducted, to minimize loss of information, the obtained data were carefully written in a notebook with carefull attention to the prevention of corenavirus.

Additionally, focus group discussion was organized with department heads in the four target public secondary schools in distinct meetings to triangulate the information obtained through different methods. This is very important for the reason that, the above group discussions help to eliminate biases that may result from relying wholly on any one data-collection method, source, analyst or theory. Finally, the data collected through various instruments from multiple sources were analysed and interpreted.

3.8. Methods of Data Analysis

The researcher collected both quantitative and qualitative data from sample respondents. The data collected through close ended questionnaires, were tallied and tabulated. The interpretations have been made with the help of frequency, percentage and mean. In addition, chi-square test has been applied to interpret close-ended questions, so as to test whether there is any significant difference between the response of teachers and instructional supervisors.

On the other hand, for better analysis, the 5 rank responses of the questionnaires remain made to categorize into three scales (agree, undecided, disagree). Finally, the data collect through interview and open-ended questionnaires is been presents, analyzed, narrate, and organized in systematical form, by supplementing the data gathered through close ended questionnaires. In addition to this, the researcher used qualitative thematic written techniques and give attention to quotations from the respondents.

Quantitative data

With regard to the quantitative data, responses were categorized, and frequencies were tallied, tabulated and filled in to SPSS statistically 23 for further quantitative analysis. Percentage, mean, standard deviation and frequency benches were used to analyze the characteristics of the sample population as they help to determine the relative standing of the respondents. The scores of each item were organized, statistically using frequency and percentages. Likert Scale was employed to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; takes less time to construct; is the simplest way to describe the roles and practices of teachers and provides more freedom to respond. The scale consists of five scales: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=strongly Agree.

Qualitative

The data collected from the semi-structured interview, focus group discussion and document were analysed and interpreted qualitatively. The handwritten notes of the interview; categorized and compiled into themes. To this end, analysis and interpretations were made by the combination of questionnaires, interviews, focus group discussion and documents.

3.9. Ethical considerations

As this study will involve the acquisition of personal information, ethical principles will consider during the data collection process. Ethical guidelines will follow to ensure that all the participants of the study were treated with respect and consideration. Permission was obtained from the administrative personnel of the participating schools and from each participant individual's. The participants were informed of the nature and procedures of the study. They were informed that their participation will voluntary and they will have the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and anonymity of the participants, including removal of names and details from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. After the completion of the interviews, participants were offered opportunity to review their responses and to make any changes to their statement.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the practices of instructional supervision and teacher's professional development in secondary schools of North Shoa. This chapter presents and discusses the research findings of this study according to the specific objectives and research questions presented in Chapter One. The data presented analyses and discussed in this Chapter were collected through questionnaires, interview guides, focus group discussion guides and documents. Next, this chapter deals with presentation, analysis and interpretation of the data gathered from the respondents to answer the proposed research questions. Thus, the quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through focus group discussion, interviews and documents. Also, the chapter contains two major parts; the first part presents demographic characteristics of respondents. The second part deals with the results of findings from the data gathered through the questionnaire, interview and focus group discussion.

4.1. Characteristics of Respondents

The groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table below.

Table .3. Characteristics of the respondents

Sex	Principals		Supervisor		Teachers		Total	
	No	%	No	%	No	%	No	%
M	5	71.4	4	80	162	65.2	171	65.6
F	2	28.6	1	20	88	34.8	91	34.4
Total	7	100	5	100	250	100	262	100

Source: (own Survey, 2023)

As shown in the table 3, the majority of secondary school teachers and school based supervisors are males that is, 162(65.2%) of teachers, were males, and on the other hand, 88(34.4%) of teachers were females, and from the 5 Participants in the, 5(71.4%) were male and only 2(28.6%) were females. This implies that the participation of both sexes in the school assignments found to be dis-proportional. The participation of female teachers in the sample

secondary schools is low. In addition 4(80%) were male and 1(20%) were females of the interviewees supervisors). From this, one can conclude that the female teachers were least on the leadership position in the schools.

Table .4: Characteristics of the respondents

	Item		Respondents				Total	
			Teachers		Supervisors			
			No	%	No	%	No	%
1	Sex	M	162	64.8	4	80	166	65.1
		F	88	35.2	1	20	89	34.9
		T	250	100	5	100	255	100
2	Age in years	18-22	8	3.1	-	-	8	3.1
		23-27	125	49	-	-	125	49
		28-32	70	28	-	-	70	27.5
		33-37	19	7.6	-	-	19	7.5
		38-42	16	6.4	4	80	20	7.8
		43<	12	4.8	1	20	13	5.1
		Total	250	100	5	100	255	100
3	Experience in years	1-5	8	3.1	-	-	8	3.1
		6-10	73	28.9	-	-	73	28.9
		11-15	122	48.8	-	-	122	48.8
		16-20	20	8.0	-	-	20	8.0
		21-25	8	3.2	-	-	8	3.2
		26-30	12	4.8	4	80	16	6.3
		31 above	7	2.8	1	20	8	3.1
		Total	250	100	5	100	255	100
4	Educational background	Diploma	15	6	-	-	15	5.9
		First degree	149	59.6	-	-	149	58.4
		MA	86	34.4	5	100	91	35.6
		Total	250	100	5	100	255	100

Source: (own Survey, 2023)

As shown item 1 of table 4, the majority of teachers and supervisors are males that is, they are 162(648%) and 4 (80%) respectively. On the other hand, 88(35.2%) teachers and 1(20%) instructional supervisors are females. This implies that the participation of female teachers in the sample secondary schools is low.

The interviewees (principals and secondary school supervisors) were all male respondents. From this, one can conclude that the participation of female teachers were low on the leadership position in the schools as well as secondary school supervisory position. Hence, female teacher should be encouraged to be a leader and be a model for female students.

Age distribution of the respondents under item 2, indicates that the majority of the respondents, 125(43%) of teachers are found in the ranges of 23-27, whereas 4(80%) of instructional

supervisors fall in the category of 33-37 age. This indicated that a large number of teachers were found in the youngest age. Thus, the young teachers have good opportunity to share experience from their senior teachers as well as department head teacher counter parts.

As far as the age of interview participants were concerned, but two secondary school supervisors whose ages were above 38 years of old others were found to be in the range of, 38-43, this is believed to be at their adult age. Thus they could be in a better position to help the teachers in improving their professional growth.

Item 3 of table 4 shows 8(3%) of the teacher respondents had 1 to 5 years' experience. Whereas 73(28.9%) teachers have respondents had 6 to 10 years' experience. The remaining 169(68%) teacher respondents had above 10 years' service. It could be possible to conclude that, the majority of the teachers experience was above ten years.

As mentioned former in the literature part, assigning supervision committee members at school level is a recent trend. Hence, all the supervisors were supposed to be less experienced in supervision work. However, from the above table regarding the total experience in teaching, the majority of respondents, 22(48.8%) were found in the range of 11-15 years. Thus, it is possible to say, they have experienced in teaching.

Regarding the education level of teachers and supervisors, 15(6%) teachers had a diploma. Whereas, the majority of teacher respondents 149(59.6%) all instructional supervisor respondents had a first degree and 86(34.4) teachers had a M.A teachers Thus, from the data; we can infer that there is no much discrepancy between the teacher and supervisor respondents in their educational level.

With respect to experience level of the interviewees, most of the principals and secondary school supervisors reported to have helped 1 to 5 years as educational managers. Also, all principals and secondary school supervision coordinators were selected from teachers and assigned through the direction of MOE (2004). The document says principals, vice principals and supervisors in the secondary schools should chose on a value foundation. This shows the majority of interviewees were found inexperienced as principal, and supervisor in schools. From the analysis made so far, it is safe to conclude that the majority of principals, instructional supervision committee members and secondary school supervision coordinators in the sample schools were seemed to have less experienced to perform their responsibility.

Concerning the educational level of the interviewees, all (100%) of them were degree holders. Therefore, we can conclude that principals and secondary school supervisors had equivalent education level to serve their colleague teachers in helping each other in improving their professional competence and quality of education in secondary schools.

4.2. Analysis and Interpretation of Data

The goal of instructional supervision is the improvement of teacher, the growth of academic and the improvement of teaching learning process. Hence the instructional supervision expected to conduct frequent classroom observation in achieving the comprehensive benefits of supervision that are discussed in below table. In doing so, authors like Haile Selassie (1995 as cited in Atikilt, 2008) argued that, clinical, self-directed, informal and inquiry-based supervision should be followed while supervisors carry out classroom instructional observations. Hence this section consist the analysis and interpretation of data collected from respondents through questionnaire and interview.

4.2.1. Presentation, Analysis and Interpretation of the Data

4.2.2. Analysis and Interpretation of Data

4.2.3. The practice of instructional supervision approaches for teachers' professional development

4.2.4. The practice of supervision approach

Table 5. Respondents view on self-directed and informal supervision approach

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Teachers assess their own teaching and identify need for improvement.	Teacher	79	31.6	9	3.6	162	64.8	250	100	3.25	0.9
		Supervision	2	40	-	-	3	60	5	100		
		Total	81	31.8	9	3.5	165	64.7	255	100		
2	Teachers plan for improvement after assess their teaching.	Teacher	87	34.8	19	7.6	144	57.6	250	100	2.74	0.91
		Supervision	2	40	-	-	3	60	5	100		
		Total	89	34.9	16	6.3	147	57.6	255	100		
3	Teachers do have freedom to set the plan in the way they like	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.52	0.84
		Supervision	3	60	-	-	2	40	5	100		
		Total	138	54.1	18	7.1	99	38.8	255	100		
4	Teachers should responsible for their plan	Teacher	135	54.0	18	7.2	97	38.8	250	100	3.55	0.8
		Supervision	3	60	-	-	2	40	5	100		
		Total	138	54.1	18	7.1	99	38.8	255	100		

Source: (own Survey, 2023)

Regarding the activities of Teachers to assess their own teaching and identify need for improvement 162 (64.8%) teacher and 3(60%) instructional supervisor respondents saw that the being of the practice. So, from this we can conclude that self-directed development activities have been skillful in the sampled secondary schools.

So, as indicated in the above table results and from the data increased from the interview, it is possible to conclude that the role of teachers in assessing their own teaching and identify need for improvement is almost implemented adequately.

With respect to item 2, whether teachers plan for improvement after assess their teaching or not, 144(57.6%) teacher respondents and 3 (60%) of supervisor respondents responded that teachers plan for improvement after assess their teaching. This means, there is a significant difference in response of the two groups of respondents about their knowledge on the efforts of teachers' to plan for improvement after assess their teaching.

In addition to this, the interview with school principals and secondary school supervisors positive that teachers were capable sufficient to shoulder responsibilities of plan for improvement after assess their teaching. Therefore, based on the result of the mean 2.7 and standard deviation 0.91 believed that the supervision practices in their schools had nothing to contribute to their professional development.

In item 3 respondents requested whether teachers do have freedom to set the plan in the way they like or not. In respect to this 135(54%) teachers and 3(60%) supervisors totally 138 (54.1 %) respondents asserted their disagreement.

As item 4 of table 5 indicates, 135(54%) teachers and 3 (60%) supervisors, totally 138 (54.1%) indicated that their disagreement on the practice. This implies that there is no important difference between two groups of respondents concerning the idea that teachers should responsible for their plan.

As the interview with school principals and secondary school supervisors indicated teachers did not hold the responsibility of their plan. Most of them assume that they plan only for the satisfaction of their leaders.

From the above table the researcher concluded that teachers did not freedom to plan in the way they like and hold responsibility for their plan. In supporting the above idea Atiklt (2008) stated schools are forced teachers to plan according to the guide line of the school.

4.2.1. The practice of informal supervision approach

Table 6. Respondents view on the practice of informal supervision approach

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Supervisor suddenly supervise teacher without plan with them.	Teacher	83	33.2	16	6.4	151	60.4	250	100	3.64	0.74
		Supervision	3	60	-	-	2	40	5	100		
		Total	86	33.7	16	6.3	153	60	255	100		
2	Supervisors have brief but frequent plan to supervise teacher.	Teacher	164	65.6	23	9.2	63	25.2	250	100	2.57	0.87
		Supervision	4	80	-	-	1	20	5	100		
		Total	168	65.9	23	9	64	25.1	255	100		
3	Supervisor work as instructional partner of teachers.	Teacher	88	35.2	21	8.4	141	56.4	250	100	2.55	0.88
		Supervision	4	80	-	-	1	20	5	100		
		Total	92	36.1	21	8.2	142	55.7	255	100		
4	Teachers invite supervisor to observe their teaching.	Teacher	146	58.4	17	6.8	87	34.8	250	100	2.32	0.72
		Supervision	3	60	-	-	2	40	5	100		
		Total	149	58.4	17	6.7	89	34.9	255	100		

Source: (own Survey, 2023)

As indicated in table 6, item 1, respondents asked whether or not supervisors suddenly supervise teacher without plan with them. In this respect, 151(60.4%) teachers agreed on the practice. Whereas 3(60%) of supervisor respondents established their disagreement. Moreover, the mean score of this item and the standard deviation of teachers respondent's (3.64, SD= 0.74) which are in the scope of the high level of agreement on the issue. This indicate that the secondary school teachers of North Shoa were recognized the relationship between supervision and teachers professional development. Which implies there is statistically no significant difference between the respondent's responses? Instructional supervisors claimed that they have plan with teachers before inter the class. But in the interview with the school principals and secondary school supervisors, most of the interviewees claimed that instructional supervisors inter the class without plan with teachers.

Regarding whether supervisors have brief but frequent plan to supervise teachers or not, teachers and supervisors totally respondents were showed their disagreement. This implied that the practice were ineffective.

Item 3 of table 6 indicated 141(56.4%) teachers and 4(80%) supervisors totally 145(56.86%) of respondents indicated that the activity was not accomplished by supervisors. This suggests that there is no meaning difference between the two groups of respondents concerning the supervisors' role to work as instructional partner of teachers.

On the other hand, from the interview held with the principals and secondary school supervisors, instructional supervisors were not have plan with teachers and work as instructional partner of teachers. Hence, it is possible to conclude that the role of supervisors work as instructional partner of teachers and frequent plan with them to enhance professional competence of teachers is not almost implemented sufficiently.

The 4th item of table 6 depicts that 146 (58.4%) teachers and 3 (60%) of supervisors totally 149 (58.4%) of respondents disagreed that teachers invite supervisor to observe their teaching. The mean and standard deviation of the response also confirms that (mean=2.55, SD=0.88) which are in the range of low level. This indicates that the degree to which instructional supervision practices promote trust among teachers and supervisors is low. From this it can be argued that instructional supervision practices were not promoting trust to facilitate teachers professional development

As the interview with school principals and secondary school supervisors indicated teachers were not active in inviting supervisors to observe their teaching. The reason they mention is teachers assume supervisors are fault finder and incompetent to the position.

Depending on the result indicated in table 6, the researcher concluded that, the practice of informal supervision approach to promote teachers professional development in North Shoa was forceful. Inspectional at Fitché No 2 secondary school and Degam secondary school it was worked not's a governmental roll works.

4.2.2. The practice of inquire-based supervision approach

Table. 7. Respondents view on the practice of inquire-based supervision approach

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree				Total					
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1.	Teachers do action research to solve their teaching.	Teacher	65	26.0	7	2.8	178	71.2	250	100	2.47	0.79
		Supervision	4	80	-	-	1	20	5	100		
		Total	69	27.1	7	2.7	179	70.2	255	100		
2.	Teachers identify problems and	Teacher	164	65.6	20	8.0	66	26.4	250	100	2.44	0.77
		Supervision	4	80	-	-	1	20	5	100		

	developing strategy for its solution.	Total	168	65.9	20	7.8	67	26.3	255	100		
3.	Teachers work collaboratively to solve their problem.	Teacher	164	62.8	15	6.0	78	31.2	250	100	2.56	0.85
		Supervision	4	80	-	-	1	20	5	100		
		Total	160	67.7	15	5.9	80	31.4	255	100		

Source: (own Survey, 2023)

In table 7 item 1, respondents were asked whether or not teachers do action research to solve their teaching. Accordingly, 178 (71.2%) teachers agreed on the practice. On the other hand, 3 (60%) supervisor respondents disagreed that teachers do not solve their teaching through action research. But as the interview with principals and secondary school supervisors indicates that, teachers do action research for the fulfillment of their performance appraisal in steady of teaching improvement. There is no important change among the two groups of respondents.

As shown under table 7 item 2 and 3, the majority of teachers and supervisor respondents, that is 164(62.8%) and 4 (80%) for item 2 and 3 respectively rated their disagreement that teachers do not identify problems and developing strategy for its solution and work collaboratively to solve their problem.

Also, most of the informants who participated in the interview express teachers do not work collaboratively by identifying their problem for improvement. Therefore, based on the response of majority and computed assessment, it is possible to conclude that ask based supervision approach have not practiced sufficiently for the development of teachers in the sample schools of North Shoa.

4.2.3. The practice of clinical supervision approach

Table 8. Respondents view on the practice of clinical supervision approaches

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1.	Supervisor and teacher make mutual agreement on the period and the lesson to be observed.	Teacher	149	59.6	24	9.6	77	30.8	250	100	2.46	0.79
		Supervision	3	60	-	-	2	40	5	100		
		Total	152	59.6	24	9.4	79	30.9	255	100		
2.	Supervisors and teachers discuss on the content, objective and methods of teaching before observation.	Teacher	165	66.0	15	6.0	70	28.0	250	100	2.41	0.76
		Supervision	3	60	-	-	2	40	5	100		
		Total	168	65.9	15	5.9	72	28.2	255	100		
3.	Supervisors use observation instrument to collect data on the lesson being thought	Teacher	166	66.4	18	7.2	66	26.4	250	100	2.84	0.93
		Supervision	3	60	-	-	2	40	5	100		

		Total	169	66.3	18	7.1	68	26.7	255	100		
4.	Supervisors focus only on issues of teachers' teaching behaviors and instructional improvement	Teacher	96	38.4	10	4.0	144	57.6	250	100	2.9	0.94
		Supervision	1	20	-	-	4	80	5	100		
		Total	97	30.9	10	3.9	188	73.7	255	100		
5.	Supervisors are giving sufficient time to observe the lesson in detail Supervisor use the data from observation for further improvement of teaching learning process.	Teacher	148	59.2	15	6.0	87	34.8	250	100	2.9	0.94
		Supervision	4	80	-	-	1	20	5	100		
		Total	152	59.6	15	5.9	88	34.5	255	100		
6.	Supervisors focus too much on weakness and little on strength of teacher.	Teacher	146	58.4	16	6.4	88	35.2	250	100	3.26	0.9
		Supervision	3	60	-	-	2	40	5	100		
		Total	149	58.4	17	6.7	89	34.9	255	100		
7.	Supervisors hold post-observation conference with teacher and concentrate on where the teacher stands in performance and the way and means of improving it.	Teacher	176	70.4	13	5.2	61	24.4	250	100	3.266	0.9
		Supervision	3	60	-	-	2	40	5	100		
		Total	179	70.2	14	5.5	62	24.3	255	100		
8.	Supervisors give constructive feedback for teacher after observation.	Teacher	152	60.8	12	4.8	86	34.4	250	100	2.74	0.91
		Supervision	3	60	-	-	2	40	5	100		
		Total	155	60.7	13	5	87	34.1	255	100		

Source: (own Survey, 2023)

Findings of the analysis presented in table 8 of item 1, teachers and supervisors respondents were asked whether or not supervisors and teachers make mutual arrangement on the period and the lesson to be observed. Therefore, 149(59.6%) teachers and 3(60%) of supervisors totally 152 (59.6%) respondents, certain that there is no mutual agreement on the period and lesson to be observed. This implies that there is no important change among the response of the two groups of respondents.

Answers for item 2, in the same table shows persons 165 (66%) teachers and 3 (60%) supervisors, totally 168 (65.9%) respondents had replied that supervisors made no arrangements with teachers on the objective of classroom observation. Hence, it can be concluded that there is no important statistical difference between the two groups of respondents' answer.

Similarly, during the interview conducted with them, the school principals and secondary school supervisors responded that, instructional supervisors did not reach an agreement on the period

and the lesson to be observed before actual classroom observation. On the same way, most of the time, they did not make agreement on the objective of the observation. Also, the interviewees responded that supervisors fail to examine the lesson prepared by the teachers before actual classroom performance.

For that reason, from the results of the data obtained from the interview, one can conclude that pre classroom observation in schools under study have taken place without ensuring mutual understanding and agreement, which affect the process of classroom observation.

Related to pre class-observation, Lucio and McNeil (1979:264) stated that pre observation conference is the improvement cycle where the teacher presents to the supervisors the instructional objectives, methods and techniques of evolution he or she intended to use in lesson to be observed. Hence, the main objective of pre class observation conference should be focus on establishing teachers' acceptance and agreement. To this end, teachers together with supervisors must have an opportunity in discussing and deciding on the purpose, criteria, frequency, procedures instruments and follow up activities prior to the actual classroom observation. But these accounts seem to be less considered by the school supervisors as they were confirmed by the data analysis in above table.

In addition, from table 8, item 3, the mean score and standard deviation respectively of teachers response ($=2.84$, $SD=0.94$) and the percentage indicated that teacher and supervisor respondents were asked whether or not supervisors use observation instrument to collect data on the lesson being thought. To this end, 166(66.4%) teacher and 3(60%) supervisor respondents long-established the non-existence of such practice. So from this we can conclude that action research has been practiced moderately in the sampled secondary schools.

As depicted in the same table 8 of item 4, 144 (37.6%) teachers and 4 (80%) supervisors totally 148(58%) respondents accepted that supervisors focused only on the issue of teachers' teaching behaviors and instructional improvement. In the same way, the data gained from the interviewee confirmed the above idea. As one of the participant school principal said "some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because; they suspect supervisors as they find out poor performance of teachers". Thus, from this analysis, it could be concluded that negative perception of teachers towards school-based supervision adversely affects the practice of

supervision in secondary schools of North Shoa. As calculated to whether opinion difference exists among the two groups or not, on item 4. This suggests that there was statistically no meaning difference on the response of the two groups of respondents.

As the information collected from the interviewees' instructional supervisors were focusing only on the issues of teachers' teaching behaviors and instructional improvement. They also responded that instructional supervisors were observing and noting down important points that indicate weakness and strength.

As shown under item 5 in table 8, 148 (59.2%) teacher and 4(80%) supervisor respondents asserted that supervisors did not give enough time to observe the lesson in detail. The resales also confirm that statistically there is no significant difference of opinions with position of respondents or there was opinions similarity.

The interview carried confirms that supervisors leave the class at the middle of the lesson or before the lesson is completed, they missed relevant information. They added, the class room observation held once in a semester for the sake of performance assessment and also focused on newly working teachers.

Referring to classroom observation process Pajak (1989) reported that classroom observation is the phase in which the supervisor record instances when the intended behaviors are seen to occur. Thus, classroom observation demands a high level of technical and analytical skills. The supervisors must have the skill of what to look, how to note, analyze and interpret the data.

As shown under item 6 of table 8, 146(58.4%) teacher and 3(60%) supervisor respondents disagreed that supervisors focus too much on weakness and little on the strength of teachers during post observation discussion. On different, 146(58.4%) teacher and 3(60%) of supervisors asserted that the school supervisors were focusing too much on weakness during post observation discussion.

Table 8 item 7 tells 176(70.4%) teacher and 3(60%) supervisor respondents said that supervisors did not provide constructive comments and feedback to teachers. As can be observed in table 8 item 8, 52(60.8%) teachers and 3(60%) supervisor respondents disagreed that supervisor's hold post observation conference with teachers.

This showed that there is no difference among the response of the two groups of respondents concerning the application of the post classroom observation conference activities like

concentrating on whether teachers stand in performance, meeting focus on both the weakness and strength of classroom teaching and providing constructive feedback.

Also, the information obtained from school principals and secondary school supervisors revealed that the post-classroom observation conferences were carried on the department level, not on an individual teacher basis. Most of the respondents of interview argued that instructional supervisors might not get situations comfort to conduct post class conference with individual teacher. This is due to time constraints and large number of teachers in the schools.

Therefore, based on the results of the data gained from interview, it is safe to conclude that the post observation conference was no held properly. This is mainly because, it is failed to address the interest of individual teachers in practicing the different strategies of instructional supervision.

In light to the above analysis, Harris (1991:100) as cited in Chanyalew (2005) revealed that the major purpose of post observation conference is to get feedback to the teacher about her/his performance. Following up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation. Generally the practice of clinical supervision approach in secondary school of North Shoa was not satisfactory.

Totally, it is safe that to conclude from the above four tables (table 4, 5, 6, 7) the practice of supervision approaches is failed to address teachers' professional development in sample secondary schools of North Shoa. In line to this Haile (2006) stated that the practice of supervision approaches are not as indicated in supervision manual.

4.2.2. Supervision approach preferred by teachers

The table blow shows the supervision approaches that are preferred by teachers for the professional development of teachers' and its interpretation.

Table 9. Respondents view on supervision approach they prefer

N ^o	Item	Respondents	Clinical		Informal		Self-directed		Inquire based		Mean	SD
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Which supervision approach do you prefer?	Teacher	161	64.4	6	2.4	8	3.2	75	30.0	2.34	0.68
		Supervisor	3	60	-	-	-	-	2	40		
		Total	164	64.3	6	2.4	8	3.1	77	30.2		

Source: (own Survey, 2023)

As indicated in table 9, respondents asked that the supervision approach they mostly preferred, most of the respondents, 161 (64.4%) teacher and 3 (60%) of supervisor respondents confirmed that they preferred clinical supervision approach. In the interview with the school principals and secondary school supervisors, most of the interviewees claimed clinical supervision approach was the best approach for teachers' professional development. Because both teachers and supervisors agree on the contents, method and lesson observed before observation, discuss on the strength and weakness, and the way of improving the weakness. Therefore, it is possible to conclude that clinical supervision approach is the better way for professional development of teachers.

4.2.3. The practices of instructional supervisors in promoting teachers professional development

Supervisors have to work effectively for effective implementation of instructional supervision. As it has been indicated in the literature, supervision has the duties to help teachers to organize and provide professional training programs and gives induction to new teachers as a means to achieve professional development of teachers. In respect to this, respondents were requested to suggest whether supervisors perform people tasks during provision of support to teachers. The results obtained are presented in the following table.

Table. 10. The efforts of instructional supervisors in promoting teachers professional development

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Supervisors organize and support induction programs for beginner or new teachers in the school.	Teacher	52	20.8	5	2.0	193	77.2	250	100	2.52	0.84
		Supervisor	1	20	-	-	4	80	5	100		
		Total	53	20.8	5	2	197	77.2	255	100		
2	Supervisors facilitate professional development of teachers through mentoring programs.	Teacher	170	68.0	10	4.0	70	28.0	250	100	3.55	0.81
		Supervisor	3	60	-	-	2	40	5	100		
		Total	173	67.8	10	3.9	72	28.2	255	100		
3	Supervisors contribute to enhance professional competence of teachers by providing latest information on teaching strategies	Teacher	62	24.8	5	2.0	183	73.2	250	100	3.64	0.74
		Supervisor	3	60	-	-	2	40	5	100		
		Total	65	25.5	5	2	185	72.5	255	100		
4	Supervisors organize collegial or peer coaching techniques of supervision for teachers professional growth.	Teacher	163	65.2	10	0.4	77	30.8	250	100	2.57	0.87
		Supervisor	4	80	-	-	1	20	5	100		
		Total	167	65.5	10	0.4	78	30.6	255	100		

5	Supervisors' facilities situations for teachers to try out new ideas relevant with sharing good teaching practice.	Teacher	132	52.8	4	1.6	114	45.6	250	100	2.55	0.86
		Supervisor	4	80			1	20	5	100		
		Total	135	52.9	4	1.6	115	45.1	255	100		
6	Supervisors assist teachers to undertake joint planning of experience sharing programs in local school context.	Teacher	189	75.6	10	0.4	51	20.4	250	100	2.32	0.72
		Supervisor	3	60	-	-	2	40	5	100		
		Total	192	75.3	10	3.9	53	20.8	255	100		
7	Supervisors organizing short term trainings, workshops, seminars and other programs to create a spirit of cooperative working atmosphere.	Teacher	160	64.0	4	1.6	86	34.4	250	100	2.47	0.79
		Supervisor	4	80	-	-	1	20	5	100		
		Total	163	63.9	4	1.6	87	34.1	255	100		
8	Training programs at school level focuses in achieving continuous professional growth of teachers.	Teacher	176	70.4	10	0.4	64	25.6	250	100	2.44	0.77
		Supervisor	3	60	-	-	2	40	5	100		
		Total	179	70.1	10	3.9	66	25.9	255	100		
9	Supervisors facilitate professional development of teachers through short term training, workshops, seminars etc.	Teacher	162	64.8	17	6.8	71	28.4	250	100	2.56	0.85
		Supervisor	4	80	-	-	1	20	5	100		
		Total	166	65.1	18	7.1	72	28.8	255	100		

Source: (own Survey, 2023)

As indicated in table 10, item 1, respondents asked whether or not supervisors organize and support induction programs for newly employed teachers. In this respect, 193 (77.2%) teacher and 4(80%) of supervisor respondents confirmed that induction program have been taken place in their school. In the interview with the school principals and secondary school supervisors, all the interviewees claimed that teachers had chance of getting introduction or mentoring service while they were beginner or new to the schools they were assign to teach. This might depict us that due to the new CPD program started in the year 2007, the beginner teacher had a chance of having an introduction or mentoring program in schools of the area. Therefore, it is possible to conclude that recently there is an attempt serve new and beginner teachers to develop their self-confidence so as to fulfill their duties and responsibilities. In support of this, McBirdge (1996:15) argued that Mentoring or induction is aimed at helping new required teachers to develop self-confidence and to avoiding unnecessary tension and future malfunction.

Thus, As indicated in table 10, item 2, 170 (68 %) teachers and 3 (60 %) supervisors totally 173 (67.8%) respondents showed their disagreement. This implied that the practice were ineffective. Concerning the practice of facilitating professional development of teachers through monitoring programs, respondents were demanded whether supervisors attempt to achieve this task or not.

Item 3 of Table 9 indicated 183 (73.2%) teachers and 3 (60%) supervisors totally 185(72.5 %) of respondents indicated that the activity was not accomplished by supervisors. On the other hand, from the interview held with the principals, vice principals and secondary school supervisors, instructional supervisors were not using different mechanisms to enhance professional competence of teachers by providing the latest information. Hence, it is possible to conclude that the role of supervisors to enhance professional competence of teachers is not almost implemented sufficiently.

In light of this idea, Hewto (1988 cited in Moon et al., 2006:151) asserted that school based professional development as planned process which enhances the quality of scholar learning by identifying, clarifying and meeting the individual needs of staff with in a context of the institution as a whole. It can be achieved through variety of means such as conferences, workshops, seminars, meetings, study groups, research and projects, visitation to other schools and classrooms. When a teaching staff competent through the practices the overall objective will be achieved. Respondents were asked whether supervisors organizing collegial or peer coaching techniques of supervision for teachers' professional development.

Respondents were asked whether supervisors organizing collegial or peer coaching techniques of supervision for teachers' professional development. In respect to this, 163(65.2 %) teachers and 4 (80 %) supervisors totally 167(65.5%) respondents asserted their disagreement.

As shown in item 5 table 9, respondents were requested whether instructional supervisors facilitated situations for teachers to try out new ideas relevant with sharing of good teaching practice or not. Accordingly, 132(51.8%) teachers and 4(80%) supervisors totally 135(52.9%) respondents confirmed their disagreement. This indicated that instructional supervisors' effort supposed to be ineffective.

As has been illustrated in table 9 above, the In addition, the mean score and standard deviation respectively of teachers response ($=2.55$, $SD=0.86$) indicated that the majority were disagreed so that there is the practice of peer coaching in public secondary schools. The response of the interview held from the school principals and secondary school supervisors also support the above ideas as follows: since most of instructional supervisors were not aware of the responsibility they had for professional development of teaches they were not much involved in

performing activities, like monitoring and peer coaching programs which demand commitment and effort from them.

Therefore, as indicated in the chi-square results and from the data gained in the interview, it is possible to conclude that instructional supervisors in the schools under study failed to use mentoring and peer-coaching technique of supervision for teachers' professional development. Instructional supervisors, even though they were ineffective as depicted in the above discussion, the literature indicated that they have to play the central role in promoting teachers professional competence.

Table 10 item 6 deals with supervisory assistance to teachers in undertaking joint planning of experience sharing programs in school contexts. To this point, 189(75.6 %) teachers and 3(60%) supervisors totally 192 (75.3 %) respondents reported their disagreement on the performs. In this respect the practices were low.

Item 10 of table 7, indicates whether supervisors organizing training programs to create a spirit of cooperative working atmosphere or not. In this case 160 (64 %) teachers and 4(80 %) supervisors totally 163(63.9 %) respondents contended their disagreement. Hence, the data showed that supervisory practice in respect to this was inefficient.

As shown in the same table, item 8, teacher and supervisor respondents asked whether or not trainings at school level focuses in achieving continuous professional growth of teachers. In this respect, 107(70.4%) teachers and 3(60%) supervisors totally 179(70.1%) respondents showed their disagreement. Hence, giving to both respondents, this supervisory practice was unsatisfactory.

Thus, as most of the interview participants agreed, a few number of training might not allowed them to judge enough whether school level trainings organized by instructional supervisors enable teacher to bring the expected outcome in professional competence of teachers. Regarding the reasons why school supervisors neglected organizing trainings, most of the interview participants agreed upon: supervisors' incompetence in organizing trainings following the appropriate procedures; lack of commitment and interests of supervisors in carrying out their duties and responsibilities, and supervisors' engagement in routine tasks.

From the finding above, it could be concluded that school level in-service training organized by instructional supervisors to enhance teachers' competence were found unsatisfactory, however,

promoting these tasks were possibly the dominant responsibilities that instructional supervisors should carryout being assigned as supervisor.

Supporting this, as noted in the literature, Lue (2004) argued that in service training at school level is one of the means to achieve professional development of teachers' of the school. Through the training, teachers could improve teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. Similarly, Moon et al. (2006) described, school based staff development as a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff with in a context of the instruction as a whole. But this is not skillful in secondary school of North Shoa.

In the last item of table 10, respondents were requested whether supervisory support endeavor to create awareness of engaging in professional learning or not. The majority 162 (64.8%) of teachers and 4(80%) of supervisors totally 166 (65.1%) contended their disagreement that implied, practices in this respect were ineffective.

On the other hand, form the interview held with school principals they indicated that school based trainings were neglected. Further, they discussed that during the first semester of this academic year, only a single training was organized by instructional supervisors. The organization of this training program was following the direction of the woreda education office. Thus, as most of the interview participants agreed, a few number of training might not allowed them to judge enough whether school level trainings organized by instructional supervisors enable teacher to bring the expected outcome in professional competence of teachers. Regarding the reasons why school supervisors neglected organizing trainings, most of the interview participants agreed upon: supervisors' incompetence in organizing trainings following the appropriate procedures; lack of commitment and interests of supervisors in carrying out their duties and responsibilities, and supervisors' engagement in routine tasks. In contrary to the manual of supervision of the region, instructional supervisors assigned to teach more than 20 periods per week which enable them to perform their tasks as planned. The guidelines of instructional supervision of the region ordered that instructional supervisors assigned to teach only 10 periods per week.

From the finding above, it could be concluded that school level in-service training organized by instructional supervisors to enhance teachers' competence were found unsatisfactory, however, promoting these tasks were possibly the dominant responsibilities that instructional supervisors should carryout being assigned as supervisor.

Supporting this, as noted in the literature, Lue (2004) argued that in service training at school level is one of the means to achieve professional development of teachers' of the school. Through the training, teachers could improve teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. Similarly, Moon et al. (2006) described, school based staff development as a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff with in a context of the instruction as a whole. But this is not practiced in secondary school of North Shoa.

4.2.4. The frequency of instructional supervision conducted in school

Table.11. Respondent's interpretation on frequency of instructional supervision conducted in their school

Item	Respondents	Responses												Mean	SD
		Never		Once a year		Once a sem.		Monthly		Weekly		Total			
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%		
How frequently instructional supervision conducted in your school?	Teacher	12	4.8	6	2.4	221	88.4	6	2.4	5	2.0	250	100	2.38	0.69
	Supervisor	2	40	-	-	3	60	-	-	-	-	5	100		
	Total	14	5.5	6	2.4	224	87.8	6	2.4	5	2	255	100		

Source: (own Survey, 2023)

As indicated in table 11. Above, most of the respondents 221(88.4%) teachers and 3 (60%) supervisors totally 224 (87.8%) responded that instructional supervision was conducted once a semester. The responses were also exposed to Mean 2.38 and standard deviation 0.69 checked.

On the other hand, from the interview held with principals and secondary school supervisors they indicated that instructional supervision was conducted once a semester for the purpose of teacher's performance assessment. Further, they discussed that instructional supervisors have more than 24 work load and they have no time to conduct supervision, according to the manual of regional education bureau weekly supervisors have 10 teaching load (OREB, 2007). From the

above finding we concluded that the frequency of instructional supervision in secondary schools of North Shoa was inefficient for teachers' professional development.

4.2.5. Contribution of instructional supervision approaches for teachers' professional development

Schools are the mission centers where the actual teaching learning takes place. Hence, making supervision a continuous responsibility at this level is crucial. One has to know how supervision at school level best be implemented, its purpose and effect on teaching learning process. Whatever attempt made at any level outside school regarding supervision the attempt will be meaningless unless supervisory activities are strengthening at school level (OREB, 2007 and MoE, 1995). Supervision within the school can be delivered by principals, vice principals, unit leaders, department heads and senior teachers. Instructional supervision committee (team) is expected to provide service for teachers to become smart at professional judgments, curriculum development, pedagogy and students' achievement (OREB, 2007 and MOE, 1995). Hence, teachers gained different benefits from supervisory practice of the instructional supervision. To this end table 12 below deals some of the prominent benefits that could be gained from the school based instructional supervision practices in the schools.

Table12. Respondents views on contribution of instructional supervision approaches

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Instructional supervision helps teachers to arrange conducive situation to instructional improvement.	Teacher	149	59.6	18	7.2	83	33.2	250	100	2.46	0.79
		Supervisor	1	20	-	-	4	80	5	100		
		Total	150	58.8	18	7	87	37.1	255	100		
2	Instructional supervision practice helps teachers to select and use appropriate instructional materials	Teacher	159	63.6	13	5.2	78	31.2	250	100	2.41	0.76
		Supervisor	2	40	-	-	3	60	5	100		
		Total	161	63.1	13	5	81	31.8	255	100		
3	Instructional supervision practice helps teachers to create cooperative spirit with in school community	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.84	0.93
		Supervisor	4	80	-	-	1	20	5	100		
		Total	139	54.5	18	7	98	38.4	255	100		
4	Instructional supervision helps teachers in identify and solve the actual instructional problems.	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.9	0.94
		Supervisor	3	60	-	-	2	40	5	100		
		Total	138	54.1	18	7	99	38.8	255	100		

5	Instructional supervision organizes teachers to supervise each other on team basis.	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.9	0.94
		Supervisor	4	80	-	-	1	20	5	100		
		Total	139	54.5	18	7	98	38.4	255	100		
6	Instructional supervision assists teachers in implementation of new curriculum.	Teacher	135	54.0	18	7.2	97	38.8	250	100	3.26	0.9
		Supervisor	3	60	-	-	2	40	5	100		
		Total	138	54.1	18	7	99	38.8	255	100		
7	Instructional supervision enhances and improves instructional effectiveness in promoting student learning	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.46	0.79
		Supervisor	1	20	-	-	4	80	5	100		
		Total	136	53.3	18	7	101	39.6	255	100		
8	Instructional supervision practice assists teachers in evaluating the existing teachers guide and students textbook for further improvement.	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.41	0.76
		Supervisor	3	60	-	-	2	40	5	100		
		Total	138	54.1	18	7	99	38.8	255	100		
9	Instructional supervision assists teachers in the preparation and provision of supportive teaching manuals and materials	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.84	0.93
		Supervisor	4	80	-	-	1	20	5	100		
		Total	139	54.5	18	7	98	38.4	255	100		
10	Instructional supervisors facilitate teachers' parent partnership.	Teacher	135	54.0	18	7.2	97	38.8	250	100	2.9	0.94
		Supervisor	3	60			2	40	5	100		
		Total	138	54.1	18	2	99	38.8	255	100		

Source: (own Survey, 2023)

Regarding the effort of supervision to arrange and promoting situation conducive to instructional improvement 149(59.6 %) teacher respondents witnessed that they never hold the practice. Whereas, 4(80%) of supervisor respondents pointed out that the nonexistence of the practice.

A Mean and standard deviation was also calculated to check whether the opinion difference exists among the two groups or not. As a result, the table Mean 2.46 and 0.79, which implies there is statistically significant difference among the respondents response regarding item 1 of table 6.

Furthermore, from the interview with the school principals and secondary school supervisors; it was found that instructional supervisors were not arranging and promoting situation conducive to instructional improvement. The reason they mentioned for this was lack of time, lack of knowledge and skills of how, to arrange conducive working atmosphere to instructional improvement.

Therefore, as indicated in the chi-square results and from the data gained in the interview, it is possible to conclude that the role of supervisors in arranging and promoting working atmosphere to instructional improvement is not almost implemented sufficiently.

With regard to supervision help in facilitating instructional materials 159 (63.6%) teacher respondents agreed that supervisors failed to perform the stated activity. Whereas 3 (60%) of supervisor respondents responded that supervisors facilitated materials to improve instruction.

In addition to this, the interview with school principals and secondary school supervisors assured that instructional supervisors were not capable enough to shoulder responsibilities of facilitating the supply of appropriate instructional materials to teachers. Therefore, based on the result of the data obtained from interview, it is possible to conclude that supervisors did not play their role to help teachers supplied with the appropriate instructional materials. To this point Adms and Dickay (1986) pointed out that the supervisor is concerned with facilitating appropriate instructional materials and stimulating teachers to improve instruction.

Respondents requested whether instructional supervision help teachers to create cooperative spirit within school community or not. In respect to this 135 (54 %) teachers and 4(80%) supervisors totally 139 (54.5%) respondents asserted their disagreement.

In line with this, OREB (2007:14) in its guideline for educational supervision works for schools pointed out teachers have to be encouraged by supervisors of their own school to share their experiences of good methodology, classroom organization, lesson plan and media preparation and personal life.

As item 4 of table 12 indicates, 135(54 %) teachers and 3(80 %) supervisors, totally 138(54.1%) indicated that they never saw meetings to solve common instructional problems. they respondents about the idea that supervisors are organizing supervisory programs for teachers to solve common instructional problems.

Supporting this, the response from the rest of the interviewee; the three principals and the four secondary school supervisors also confirmed that there were not enough programs arranged for teachers to solve instructional problems. Thus, it might be conclude that there is no frequent

supervisory program arranged for teachers to solve instructional problems in the schools under study.

It is clear that educational conferences, meeting may be organized, where teachers and supervisors cooperatively discuss various problems confronting them and find solution for instructional improvement. In supporting this, Pajak (1989) confirmed that the principal mechanism supervisors nurture the norm of collective responsibility for the improvement of instruction by involving teachers in discussion and decisions through meetings, workshops and training at school level.

Item 5 of Table 12 indicate, teacher and supervisor respondents asked about their view on whether or not instruction supervision encouraged strong group moral and unifying teachers into effective team. In this case, 135(54%) teacher and 4(82%) supervisors totally 139 (54.5%) respondents depicted their disagreement which indicate tasks were performed effectively.

As observed in table 12 item 6, teachers and respondents were asked about their view whether the school supervision assist teachers in the implementation of new curriculum. Consequently, 3(60%) of the teachers and 138 (54.11%) supervisors reveal that school supervisors failed to practice the stated activity. The mean 3.26 and standard deviation 0.9 show. The majority respondents are disagreed on the Instructional supervision assists teachers in implementation of new curriculum.

Item 7 of Table 12 deals with the extent of supervisory practice of school base supervisors help teacher to enhance and to improve instructional effectiveness in promoting student learning. To this end, 135(52.94%) teacher respondents disagreed that supervisors did not perform the activity. On the contrary, 4(80%) supervisor respondents agreed that the activity is accomplished.

The data obtained from the interviewed principals and secondary school supervisors revealed that the tasks and duties performed by instructional supervisors were ineffective and failed to help teachers to be efficient in their instructional activities. They also reported that instructional supervisors seldom visit classroom while newly employed teachers are teaching for 10-15 minutes, later hold meeting in group so as to discuss highlights about performances of

instruction. As the interview participants, holding conference with individual teachers would be difficult to address them effectively because the numbers of teachers in the schools are large. Hence, it could be better to select sample teachers and classrooms for observation and then hold meeting with group of teachers about strengths and weakness of instructional process.

As shown from the above discussion and analysis it is possible to say instructional supervisors were ineffective in organizing activities so as to assist teachers to improve instructional effectiveness in promoting students learning.

In item 8 of Table 12, teaches and supervisor respondents asked whether supervisory practice of school based supervisors assists teachers in evaluating the existing curriculum materials or not. As the data depicted 135 (54%) teachers and 3(60%) supervisors totally 138(54.11%) respondents reported their disagreement.

Supervisors as assistance personnel need to discuss with teacher and device means to assist teachers in the preparation and provision of teaching manuals and materials. As shown under item 9 table 12, 135(54%) teachers and 4(80%) supervisors totally 139(54.5%) respondents reported their disagreement that implied practices in this respect were in effective.

As complete the interview said with principals and secondary school supervisors, instructional supervisors' effort allowing teachers to evaluate the curriculum materials; and to prepare supporting teaching manuals and materials found to be ineffective.

Supporting this Dull (1981) indicated, supervisors working activities include, helping teachers to prepare instructional materials not otherwise available. The data on the other hand revealed school based supervisors' negligence of supporting teachers in evaluating the existing teachers' guides and students' textbooks. In line with the above analysis, OREB (2007:15-16) reported that one of the responsibilities and duties of instructional supervision committee is evaluating and controlling the implementing of curriculum and standards of the whole education system.

Regarding supervisors effort in facilitating teachers-parent partnership 135 (54%) teaches and 3(60%) totally 138(54.1%) respondents disagreed that supervisors effort was suggested to be ineffective.

Depending on the above finding the researcher concluded that, instructional supervision in secondary schools of Noth Shoa have not contributed much for teachers' professional development.

4.2.6. Views on major factors affecting instructional supervision practice

As has been presented in tables 13 up to below respondents were asked to rate their agreement on the expected major factors that could possibly affect instructional supervision in the secondary schools.

4.2.6.1. Teachers perception towards supervision

Table13. Respondents views on teachers' perception of supervision

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Teachers observe supervision as a fault finding than helping activity.	Teacher	196	78.4	23	9.2	31	12.4	250	100	2.9	0.94
		Supervisor	3	60	-	-	2	40	5	100		
		Total	199	78	23	9.1	33	12.9	255	100		
2	Teachers observe supervision as a means to improve instruction.	Teacher	175	70.0	37	14.8	38	15.2	250	100	3.26	0.9
		Supervisor	4	80	-	-	1	20	5	100		
		Total	179	70.2	37	14.5	39	15.3	255	100		
3	Teachers observe supervisors as incompetent to the position.	Teacher	97	38.8	18	7.2	135	54.0	250	100	3.26	0.9
		Supervisor	2	40	-	-	3	60	5	100		
		Total	98	38.4	19	7.4	138	54.1	255	100		
4	Teachers observe supervision a means to promote teachers autonomy	Teacher	178	71.2	18	7.2	54	21.6	250	100	2.74	0.92
		Supervisor	3	60	-	-	2	40	5	100		
		Total	181	70.9	18	7	56	21.9	255	100		
5	Teachers observe instructional supervision preferable means of teachers' supportive	Teacher	59	23.6	24	9.6	167	66.8	250	100	2.52	0.84
		Supervisor	2	40	-	-	3	60	5	100		
		Total	61	23.9	24	9.4	170	66.7	255	100		

Source: (own Survey, 2023)

As shown in table 13 of item 1, teacher and supervisor respondent asked whether or not teachers perceive supervision as a fault finding rather than helping activity. Accordingly, 196 (78.4%) teachers, and 3 (60%) supervisors totally 199(78%) respondents disagreed on the existence of such perception. Moreover, the mean score of this item and the standard deviation of teachers respondents ($=2.9$, $SD= 0.94$) which are in the scope of the high level of disagreement on the issue. This indicates that the community secondary school teachers of North Shoa were recognized the relationship between instructional supervision and teachers observe supervision as a fault finding than helping activity.

As indicated in table 13 of item 2, respondents were requested whether or not teachers perceive supervision as a means to improve instruction. Consequently, majority 175 (70%) teacher and 4(80%) supervisor respondents disagreed on teachers perception is positive to a supervision as a means to improve instruction. The mean and standard deviation of the response also confirms that ($mean=3.26$, $SD= 0.9$) which are in the range of low level. This indicates that the degree to which Teachers observe supervision as a means to improve instruction promote trust among teachers and supervisors is low. From this it can be argued that instructional supervision practices were not promoting trust to facilitate teacher's professional development.

As can be observed in table 13 item 3, the respondents were asked whether or not teachers perceive supervisors as in competent to the position. In light of these, majority 135(54.0%) teachers and 3 (60%) supervisors totally 138 (54.1%) respondents agreed on the supervisors' incompetence to the position.

As indicated in item 4 of table 13, the majority, 178(71.2%) and 3 (60%) teacher and supervisor respondents respectively disagreed on teachers perception is positive to the contribution of supervisors to promote teacher autonomy.

Respondents requested whether instructional supervision is preferable for teachers' supportive service or not. In respect to this, the majority 167 (66.8%) of teachers and 3 (60%) of supervisors totally 170 (66.7%) respondents asserted their agreement. The mean score and the standard deviation respectively of teachers response also confirms as ($=2.52$, $SD=0.84$) which are in the scope of the high level. So that one can said that, instructional supervision preferable means of

teachers' supportive in those public secondary schools has been practiced as a collaborative effort between teachers and supervisors.

Thus, from the above analysis, it could be concluded that supervisory activities of school under study were impeded by absence of competent supervisors, and negative perception of teachers towards school supervisors.

In light of the forgoing analysis, Jhonson and Johnson (2002) teachers have a trust their supervisors to develop positive views towards school based supervision and instruction. When teachers cannot trust their supervisors their ability to deliver quality instruction is seriously impaired. Thus, teachers' perception of supervision is valuable to improve instruction.

4.2.6.2. Training related factors that hinder instructional supervision

Table14. Respondents' views on CPD training related factors

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Supervisors are well trained in instructional supervision to give support to teachers	Teacher	156	62.4	26	10.4	68	27.2	250	100	3.55	0.81
		Supervisor	4	80	-	-	1	20	5	100		
		Total	160	62.7	26	10.2	69	27	255	100		
2	Workshops, seminars, trainings were arranged for supervisors to upgrade their advisory status.	Teacher	175	70.0	21	8.4	54	21.6	250	100	3.64	0.74
		Supervisor	3	60	-	-	2	40	5	100		
		Total	178	69.8	21	8.2	56	21.9	255	100		
3	Experience sharing session has been organized for instructional supervisors.	Teacher	170	68.0	27	10.8	53	21.2	250	100	2.57	0.87
		Supervisor	3	60	-	-	2	40	5	100		
		Total	173	67.8	27	10.5	55	21.6	255	100		

Source: (own Survey, 2023)

As already discussed in review literature part, training is helpful to improve the supervisors' performance by teaching the basic knowledge and techniques demanded to do it. It also helps to develop the supervisors' capacity to fill new responsibilities arising from technical and other changes which might affect his job. As already discussed in review literature part, training is

helpful to improve the supervisors' performance by teaching the basic knowledge and techniques demanded to do it. It also helps to develop the supervisors' capacity to fill new responsibilities arising from technical and other changes which might affect his job.

As indicated in Table (14 item1), the respondents were asked whether instructional supervisors were well trained in supervision to give technical and other support to teachers. In light with this, majority, 154(62.4%) of the teachers and 4(80%) of the supervisors totally 160 (62.7%) respondents said that the activity was not practiced. Therefore, the data show that supervisors were not well trained in supervision to support teachers. Teachers and supervisor respondents were also asked their view whether or not workshops, seminars and trainings were arranged for instructional supervisors to upgrade their advisory status.

As shown under item 2, table 14, 175(70.0%) teachers and 3 (60%) supervisors totally 178 (69.8%) respondents revealed the absence of workshops, seminars and short term trainings for supervisors to upgrade their skill.

Table 14, item 3 illustrates that 170 (68.0%) teachers and 3 (60%) supervisor respondents reported that experience sharing session has not been organized for instructional supervisors The mean scores and standard deviation, ($\bar{x}=2.57$, $SD=0.87$) of teachers response indicates that, Experience sharing session has been organized for instructional supervisors encourage teachers to follow and implement the developmental stage of individual teacher to enhance their professional growth. This means that majority of the teachers responds that instructional supervisors encourage teachers in developing themselves by considering individual teacher's learning experience and background. Moreover, participants in the focused group discussion also revealed that supervisors encourage teachers in building themselves through individual teacher stage of development.

Also, the response of the interview held with school principals, and secondary school supervisors also revealed that there was no any attempt made to train the instructional supervisors in the secondary school. Principals and secondary school supervisors also made little attempt to support instructional supervisors.

Hence based on the result of the data gained from interview, it is possible to conclude that instructional supervisors in secondary schools of North Shoa were made to be involved in complex task of supervision without having any prior training. Thus, training related factors mentioned above did affect the proper practice of instructional supervision in the secondary schools of areas under study.

4.2.6.3 Availability of educational resource

Table.15. Educational resource related factors that hinder inbuilt supervision

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Adequate budget was allocated for supervision program.	Teacher	158	63.2	24	9.6	68	27.2	250	100	2.55	0.86
		Supervisor	4	80	-	-	1	20	5	100		
		Total	162	63.5	24	9.4	69	27.1	255	100		
2	Instructional supervisors had a big work load which diminishes their ability to supervise.	Teacher	61	24.4	21	8.4	168	67.2	250	100	2.32	0.72
		Supervisor	2	40	-	-	3	60	5	100		
		Total	63	24.7	21	8.2	171	67	255	100		
3	Lack of support for school based supervisors like some guidelines and checklists to conduct supervision.	Teacher	88	35.2	17	6.8	145	58.0	250	100	2.84	0.93
		Supervisor	2	40	-	-	3	60	5	100		
		Total	90	35.2	17	6.7	148	58	255	100		
4	Unavailability of skilled and experienced supervisory	Teacher	82	32.8	25	13.6	143	57.2	250	100	2.54	0.86
		Supervisor	1	20	-	-	4	80	5	100		
		Total	83	32.5	25	9.8	147	57.6	255	100		

Source: (own Survey, 2023)

In table15 item1, respondents were asked whether or not adequate budget was allocated for supervision program. Accordingly, the majority 158(63.2%) teachers and 4 (80%) totally 162 (63.5%) respondents disagreed that adequate budget was allocated for supervision program in the schools. Hence, it is possible to conclude that adequate budget was not allowed for supervision programs in the sample secondary schools of North Shoa.

As shown under table 15, the majority of teachers and supervisor respondents, that is 168 (67.2%) and 3(60%) for item 2 and 3 respectively rated their agreement that have a big work load and lack of support like guidelines and check list hinder the proper implementation of instructional supervision in the secondary schools of North Shoa. Conversely, the rest respondents, that 145 (58.0%) and 3(60%) of teachers and supervisors for items 2 and 3 respectively expressed their agreement to the issue.

Similarly, almost all of the informants who participated in the interview express that having big work load is the major problem of school based supervision. One of secondary school principal and other interview participant in one or another way said that:

Since most of our instructional supervisors were having a teaching load more than 20 periods a week, it is impossible to provide instructional supervision service to teachers. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers.

Therefore, based on the response of majority, it is possible to conclude that having big workload and lack of budget diminishes the instructional supervisors' capacity of supervision.

Table 15 item 4 depicts, 143 (57.2%) teachers and 4(80%) supervisors totally 147(57.6%) respondents agreed that in availability of experienced supervisory personnel hinder the proper implementation of instructional supervision in the schools under the study. With regard to item 4 of the same table, In addition, the mean score and standard deviation of teachers respondents (=2.54, SD=0.86) respectively indicated that each Unavailability of skilled and experienced supervisory.

Therefore, based on the response of majority, it is safe to conclude that there is unavailability of experienced supervisory personnel that negatively affect instructional supervision. In relation to this assumption, as indicated in the literature, MOE (1994) explains that the problem of supervision in relation to our context: the shortage of time, insufficient fund and lack of qualified personnel who are facilitating the teaching learning process. Furthermore, the big workload of

the supervising teachers was the major burden to carry out their supervisory role in the schools. Therefore, in order to do effective job, this problem should be overcome as a first priority.

4.2.6.4. Communication between supervisors and teachers

Table 16. Respondents views on communication skills of supervisors

N ^o	Item	Respondents	Responses								Mean	SD
			Disagree		Undecided		Agree		Total			
			N ^o	%	N ^o	%	N ^o	%	N ^o	%		
1	Supervisors create smooth relation among teachers and between themselves for the improvement of instruction	Teacher	180	72.0	21	8.4	49	19.6	250	100	2.55	0.87
		Supervisor	1	20	-	-	4	80	5	100		
		Total	181	70.9	21	8.2	53	20.8	255	100		
2	Supervisors assist teachers to feel free to express problems of concern to them.	Teacher	180	72.0	22	12.4	48	19.2	250	100	2.76	0.94
		Supervisor	4	80	-	-	1	20	5	100		
		Total	184	72.1	22	8.6	49	19.2	255	100		
3	Teachers develop anxiety and frustration which stem from inadequate communication skill of supervisors.	Teacher	175	70.0	21	8.4	54	21.6	250	100	3.26	0.91
		Supervisor	3	60	-	-	2	40	5	100		
		Total	178	69.8	21	8.2	56	21.9	255	100		

Source: (own Survey, 2023)

As indicated in Table 16 (item 1), majority 180 (72.0%) the teachers respondents did not agree on supervisors effort to create smooth relation among teachers and between themselves. On the other hand, the majority of supervisor 4 (80%) respondents agreed on the stated practice. Therefore, one can infer from the above response that supervisors perceived themselves as they did best on the stated activities, even though teachers disproved it.

In connection to this, Pajak (1989) pointed out that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. Hence, supervisors have to in a position to create smooth communication with teachers by organizing intensive in staff training in supporting and helping teachers.

Teacher and supervisor respondents were asked to give their view whether supervisors assist teachers to feel free to express problem of concern to them. Regarding this, the majority 180(72%) teachers and 4 (80%) supervisors totally 184 (72.1%) respondents disagreed that on the practice. the mean score and standard deviation respectively of teachers response (=2.76, SD=0.94) indicated that the majority were disagreed so that there is the Supervisors assist teachers to feel free to express problems of concern to them secondary schools.

Regarding teachers developed anxiety and frustration which stems from inadequate communication skill of supervisors, the majority, 175(70.0%) teachers, and 3 (60%) supervisors totally 178 (69.8%) respondents reported their disagreement on the practice stated above. Hence we can understand that teachers did not develop anxiety and frustration which steam from inadequate communication skill of supervisors.

4.2.7. Attempts made by instructional supervisors to solve the problems

Table17. Attempts made by instructional supervisors

Items	Respondents	Responses						Mean	SD
		Yes		No		Total			
		N ^o	%	N ^o	%	N ^o	%		
Are there any attempt made by instructional supervision to alleviate the above mentioned problems	Teacher	54	21.6	196	78.4	250	100	3.15	0.9.5
	Supervisor	1	20	4	80	5	100		
	Total	55	21.6	200	78.4	255	100		

Source: (own Survey, 2023)

As indicated in table 17 above, the respondents were asked to mention if any attempts were made to alleviate the problems that hinder the proper practice of instructional supervision in secondary schools. Accordingly, the majority of teachers 196(78.4%) and supervisors 4(80%) totally 200(78.4 %) respondents answered that instructional supervisors did not make attempt to solve these problems. Whereas 54 (21.6%) teachers and 1(20%) supervisor respondents suggested attempts were made to improve or alleviate the factors that impede the proper implementation of instructional supervision in secondary schools of the study area.

Among attempts sometimes made stated by respondents in the open ended questions were: the continuous professional development program for again working teachers and school supervisors emboldens experienced teachers to make collegial supervision, and to arrange various in staff experience sharing programs in department level. The result of mean and standard deviation this shows that there was no important change among the response of two groups of respondents concerning the attempt made to ease the problems mentioned above.

This showed that the mentoring service provided to just now employ teachers and the collegial supervision practiced among knowledgeable teachers in department was good attempts proving school instructional supervisory service. But, in secondary schools of the study area the attempts made to ease the problems were low.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Below this part; summery, conclusions and recommendations of the findings are treated.

5.1. Summary

As the document of OREB and MOE indicated that teachers in secondary schools were experiencing difficulties that were preventing them from showing improvements to deliver quality of education. The secondary school supervisors who were assigned to provide supervisory support at school were not able to solve the school problems. Sometimes they went to school; they do nothing except collecting information from the hands of school principals. Moreover, teachers are not properly supported by supervisors' in tackling problems as well as in implementing new curriculum and new instructional approaches.

For this reason, instructional supervision organized and implemented as a successful vehicle to address the difficulties of mainly, on improving efficiency, capacity building, experience sharing, implementing school improvement program, and professional development program of teachers. In order to enable schools run these activities effectively, instructional supervision committees were assigned in secondary schools of region since 2015. This helps teachers competent in their profession, and contributes to the assurance of quality of education and better learning of students. Therefore the main purpose of the study is to assess the current practice, the contribution, and factors hindering instructional supervision approaches for teachers' professional development in secondary schools of North Shoa. In order to meet this purpose, basic research questions related to the practices of instructional supervision approaches in secondary schools, supervisory approaches preferred by teachers, major contributions of supervision approaches for the professional development of teachers were raised. And factors hindering the practice and attempts also made to investigate factors influencing the practice of instructional supervision in secondary schools of North Shoa zone were included.

To this effect, the study was conducted in randomly selected nine government secondary schools of North Shoa zone. Then 250 teachers were selected using systematic random sampling techniques. Seven(7) sample school principals and five(5) secondary school supervisors were

taken as sample because all are important for the study. All 84 instructional supervision committee members were also included in the study. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers and instructional supervision committee members.

In addition, interview was conducted with nine principals and eight secondary school supervisors to extract information that need clarification. The data collected from the close ended questionnaire was analyzed and interpreted using different statistical tools such as frequency, percentage. The data gathered through interview were analyzed qualitatively using thematic written technique. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

- ❖ As indicated by the respondents the practice of self directed supervision approaches by teachers in identifying need for improvement and plan for improvement was effective but, teachers do not have freedom to plan the way they like and they do not hold responsibility for their plan.
- ❖ As data from the respondents indicated the practice of inquiry-based supervision approaches for teachers' professional development by doing action research, identifying problems and developing strategy for solution, and work collaboratively to solve the problem in the sample school was not sufficient.
- ❖ The majority of the respondents indicated that the clinical supervision approach were not made mutual agreement and discuss on the content, objective and method of teaching with teachers on the lesson observed before classroom observation; they were not use observation instrument efficiently and not give sufficient time to observe the lesson most of the time they were inter the class at the middle or end of the lesson. Therefore they were not capable enough to utilize pre-class observation, class observation and post observation conference. Moreover, the findings showed that pre classroom observation and post observation conference were carried on the department level, and they were not give constructive feedback on the lesson they observed on an individual basis.
- ❖ Most of the respondents responded that clinical supervision approaches were preferable for their professional development. As the responses of interview and open ended questionnaire indicated by clinical supervision approach they discuss on the lesson

before, after and during observation on the problem they must improve and it made supervisors and teachers to work friendly.

- ❖ The majority of the three groups (teachers, instructional supervisors and principals) of respondents revealed that teachers had a chance of getting some sort of supervisory support to become competent in their profession. However, the supervision support was focused only on assisting the newly employed teachers and supervisors lacked the necessary knowledge and skill to conduct supervisory activities.
- ❖ Regarding the supervisory practice in facilitating professional development of teachers through mentoring programs and collegial or peer coaching techniques of supervision, the majority of respondents agreed that the practices were unsatisfactory.
- ❖ Furthermore, the majority of respondents reported that teachers were not encouraged to undertake joint planning of experience sharing programs on the local school context.
- ❖ The finding of the study revealed that training programs organized at school level were found in effective with regard to focuses towards achieving continuous professional growth of teachers. The reason behind for the ineffectiveness of the practice as revealed by the interview were supervisors poor competence and ignorant in organizing training programs, and supervisors full engagement in teaching works and left their supervisory tasks.
- ❖ The majority of teachers, instructional supervisors together with principals and secondary school supervisors confirmed that instructional supervisors were not arranging and promoting situations conducive to instructional improvement.
- ❖ The study showed that instructional supervisors were not capable enough to shoulder responsibilities of facilitating the supply of instructional materials to teachers, as well as arrange programs to solve instructional problems.
- ❖ The majority of respondents asserted that instructional supervisors failed to help teachers to be efficient in identifying and in solving instructional problems to enhance instructional effectiveness.
- ❖ The findings showed that instructional supervisors failed to assist teachers, in implementing the new curriculum and in evaluating the existing curriculum so as to take corrective measure.

- ❖ The findings of the study confirmed that the supervisory practice of instructional supervisors did not serve as advice means to assist teachers in the preparation and provision of teaching manuals and materials, and in facilitating teachers and parents' partnership.
- ❖ Majority of the teachers, supervision committee members and secondary school supervisors indicated that the existence of factors that hinder the proper implementation of instructional supervision, such as: availability of some teachers who had negative reaction towards supervisory service of the school; lack of training, workshops, seminars and experience sharing session for instructional supervisors; failure to provide in service training opportunity to teachers; lack of adequate support like some guidelines and checklists as well as shortage of budget to conduct supervision; shortage of experienced supervisory personnel; big teaching (work) load of instructional supervisors and transfer small number instructional supervisors; and inadequate communication skill of instructional supervisors.
- ❖ Moreover the majority of the respondents confirmed that no strong attempts were made by instructional supervision committee members, the school and woreda education officials in solving the above mentioned factors.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions are made. The practice of instructional supervision approaches in promoting teachers' professional development in making teachers; to work collaboratively, identifying their problems and work for the solution, and make mutual agreement on the lesson with supervisor is insufficient. Instructional supervision approaches enhances teachers professional development when it is practiced properly. However, the finding of the study indicated that instructional supervision would have been failed to contribute a lot in bringing professional growth, improving the teaching and learning process and student growth. Clinical supervision practice require classroom visitation in order to enhance teacher performance and to improve classroom instruction. Hence, Supervisors are expected to conduct continuous classroom observation to see how students are actually learning. However, the findings of the study noted that the clinical supervision were not capable

enough to utilize the three procedures of classroom observation. Moreover, the findings showed that pre-class observation and post observation conference were held rarely in a department level. As a result, the practice failed to enhance teachers' professional development. As the data from the interview and questionnaire indicated clinical supervision approach preferable for teachers' professional development.

There for we can concluded that clinical supervision approach is the better way of teachers' professional development in addition to other approaches if it is practiced properly. Although, Oromia Regional Education Bureau and MOE had tried to introduce instructional supervision with different strategies like induction, mentoring, peer coaching and promoting in-service training in Schools and providing supervisory service to teachers. However, the finding of the study showed that instructional supervisors were rarely practiced these strategies to promote teachers professional development.

Thus, this can help to concluded that most of instructional supervisors were not aware of the responsibility they had for professional development of teaches, and failed to play their role in creating conduciveenvironment to bring professional competence of teachers. As shown in the findings, instructional supervision practice of instructional supervisors in sample secondary schools were ineffective in improving instructional practices of teachers, solving instructional problems, and in facilitating teacher-parent partnership. Besides it was found that the instructional supervision practice was not effective in facilitating teacher work, in preparation and provision of teaching manuals and materials, in evaluating the existing curriculum, in implementing curriculum and adapting the curriculum to the school context.

Therefore, it is possible to conclude that instructional supervision was not adequately practiced in secondary schools of North Shoa zone. As the result of the study revealed, the instructional supervision practice was hindered by the availability of some teachers perceived supervisory service negatively, lack of in-service training and experience sharing session for school supervisors, failure to organize in-service training for teachers, lack of supports, insufficient budget, unavailability of experienced supervisory personnel, big teaching (work) load of school supervisors and inadequate communication skills of school based supervisors. As a result, instructional supervision service and professional support provided to teachers in secondary school of Bale zone was not adequate.

5.3.Recommendations

Based on the findings, the study forwarded the following recommendations It is advisable for regional education bureau, zonal education office, woreda education office and different stakeholders to work collaboratively for the effectiveness of the practices of different instructional supervision approaches for teachers' professional development. By giving training, experience sharing and other capacity building programs for instructional supervisors for the effectiveness of the practice.

Different instructional supervision approaches enhances teachers professional development when it is practiced properly. However, the finding of the study indicated that instructional supervision was failed to contribute a lot in bringing professional growth, improving the teaching and learning process and improving students' academic achievement. Therefore, instructional supervisors and teachers should motivated and trained in conducting different supervisory approaches by assessing their teaching, doing action research on the problem they faced and to work collaboratively to solve their problem. As the data from the respondents indicated many respondents prefer clinical supervision approach. There for different educational official must give training and develop the concept of instructional supervisors on the implementation of the approach. Supervisors conduct classroom observation to see the improvement of teaching and the progress of teachers and students. To this end, supervisors must create an opportunity to discuss and decide on the purpose, procedures, instruments, conferences and follow up activities in classroom observation techniques. However, the finding revealed that supervisors conducted classroom observation without prior discussion and knowledge of teachers. Moreover, pre-class observation and post classroom conference held in staff or department basis only, not on an individual teacher basis.

Therefore, instructional supervisors are required to give emphasis to the creation of awareness in teachers; have to reach an agreement with teachers on purpose and procedures of classroom observation, and have to conduct all classroom observation procedures in a planed manner. To make teaches professionally competent, different strategies of instructional supervision like induction or monitoring, collegial supervision and in-service trainings are recommended to be carried out in the schools. However, the study showed that the instructional supervisors and teachers rarely carry out these supervisory strategies. Therefore, the school and woreda education

offices made strong effort to improve the practices of in-service trainings, induction or monitoring and collegial supervision to facilitate teachers' professional development.

The Oromia Region Education Bureau supervision and MOE supervision manual document pointed out that instructional supervision is organized to enhance instructional effectiveness in promoting students learning. However, the finding revealed that, instructional supervisors of failed to provide adequate instructional supervisory service for teachers in improving instructional practice, in solving instructional problems, in adapting the curriculum to their school context and in promoting parent teacher partnership. Hence, opportunities of assessing achievements and failures of supervisory practice and reach on common consensus should be facilitated by school officials, wereda and zone education officials. Furthermore, the school along with woreda offices assigned well trained instructional supervisors by arranging in-service training opportunities to them in order to make instructional supervision effective and efficient in serving its intended purpose. The study revealed that the effectiveness of instructional supervisory practice in the secondary schools of North Shoa is hindered by many factors.

Therefore, to solve these problems all concerned bodies (the OREB, ZEB, WEB and school officials in collaboration with NGOs) are recommended to take the following measures. Short-term refreshment trainings through seminars, workshops or through discussion forums should be organized and implemented for instructional supervisors and teachers. Trainings should be plan and implemented effectively so as to help the participants to develop their skill and knowledge of instructional supervision. As the finding of the study indicated experience sharing programs for supervisors and teachers at school level was not satisfactory. To solve such problems experience sharing programs regarding instructional supervision within school and across secondary schools in the zone should be design and implemented by joint efforts of schools, zone and woreda education offices. For instance, by assigning a yearly education week the schools can demonstrate their best experience and improvements related to the practice of supervision so as to enable others share experiences. Adequate budget needs to be allocated for instructional supervisors so as to improve the supervisory service at school.

Instructional supervision committee members should be free from routine tasks and reduced their teaching load to a maximum of 15 periods per week in line with the instructional supervision manual of the region. This helped them to render enough time for organizing and

performing supervisory tasks. The members of instructional supervision are too few as compared to the increasing number of teachers.

The team members are shouldering burden beyond their capacity. Thus, in order to provide adequate supervisory support to teachers the number of instructional supervisors in school should be assigned as stated in the guideline of instructional supervision manual of the region.

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APPENDIX A
Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management
Program-MA in Educational Leadership

Questionnaire to be full by teachers and school based supervision committee members

Dear respondents

The purpose of this questionnaire is to collect relevant data to the study entitled “The current practice of instructional supervision approaches and teachers’ professional development in secondary schools of North Shoa Zone of Oromia region.” You are kind requested to read all questions and fill with honest response. Be sure that your responses will not be used for other purpose rather than academic purpose.

Please note the following points before you start filling the questionnaires:

1. Do not write your name on the questionnaire
2. write your opinion briefly for the short answer questions on the space provide
3. Read all the instructions before attempting to answer the questions; no need to consult others;
4. Please do not leave the question not answered School based instructional supervisors in the study refers to principals, school based supervision committee members (vice principals, department heads, senior teachers and unit leaders) in the secondary schools.

Section One: General Information and Personal Data

Indicate your response either by using a tick mark (√) or by giving short answers on the space provided.

1 School _____ 2 Sex Male Female

3 Age 18-22 23-27 28-32 33-37 38-42 above 42

4 Work experience 1-5 years 6-10 years 11-15 years 16-20 years 21-25 years
26-30 years 31 and above years

5 Educational background: Certificate (TTI) Diploma First Degree Second
Degree Other specify

6 Current work positions: BPR committee Teacher

7 Period per week you teach

Section Two

I. The Practice of instructional Supervision Approaches for Teachers' professional Development

The following are expected Approaches conducted by teachers during class room observation.

Use the following Likert scales to indicate your response according to your belief

5= strongly agree (SD) 4= agree (D) 3= Undecided (UD) 2= disagree (A) 1= strongly disagree (SA)

Use a tick mark '√' to write in the box corresponding to an action given.

№	Items	SA	A	UD	D	SD
		5	4	3	2	1
	Self-Directed Supervision					
1.	Teachers assess their own teaching and identify need for improvement.					
2.	Teachers plan for improvement after assess their teaching.					
3.	Teachers do have freedom to set the plan in the way the like.					
4.	Teachers should responsible for their plan.					
	Informal Supervision					
5.	Supervisor suddenly supervise teacher without plan with them					
6.	Supervisors have brief but frequent plan to supervise teacher.					
7.	Supervisor work as instructional partner of teachers.					
8.	Teachers invite supervisor to observe their teaching.					
	Inquiry Based Supervision					
9.	Teachers do action research to solve their teaching.					
10.	Teachers identify problems and developing strategy for its solution.					
11.	Teachers work collaboratively to solve their problem.					
	Clinical Supervision					
12.	Supervisor and teacher make mutual agreement on the period and the lesson to be observed.					
13.	Supervisors and teachers discuss on the content, objective and methods of teaching before observation.					
14.	Supervisors use observation instrument to collect data on the lesson being thought					
15.	Supervisors focus only on issues of teachers' teaching behaviors and instructional improvement					
16.	Supervisors are giving sufficient time to observe the lesson in detail Supervisor use the data from observation for further improvement of teaching learning process.					
17.	Supervisors focus too much on weakness and little on strength of teacher.					
18.	Supervisors hold post-observation conference with teacher and concentrate on where the teacher stands in performance and the way and means of improving it.					
19.	Supervisors give constructive feedback for teacher after observation.					

20. Which supervision approach do you prefer? (Clinical (teachers and supervisors discuss together), self-directed (teachers assess his own work), informal (unexpected Supervision), inquiry based (research oriented) or other, brief them). Why you wish this method? Justify your answer _____

II. The practice of instructional supervisors in promoting teachers professional development.

Please give suitable response for each items based on your understanding and knowledge by using the tick mark “√” to the corresponding items

Key- 5=Strongly Agree (SA) 4=Agree (A) 3=Undecided (UD) 2= Disagree (D)
1=Strongly Disagree (SD)

№	Items	SA	A	UD	D	SD
		5	4	3	2	1
	CPD					
1.	Supervisors organize and support induction programs for beginner or new teachers in the school.					
2.	Supervisors facilitate professional development of teachers through mentoring programs.					
3.	Supervisors contribute to enhance professional competence of teachers by providing latest information on teaching strategies					
4.	Supervisors organize collegial or peer coaching techniques of supervision for teachers professional growth.					
5.	Supervisors’ facilities situations for teachers to try out new ideas relevant with sharing good teaching practice.					
6.	Supervisors assist teachers to undertake joint planning of experience sharing programs in local school context.					
7.	Supervisors organizing short term trainings, workshops, seminars and other programs to create a spirit of cooperative working atmosphere.					
8.	Training programs at school level focuses in achieving continuous professional growth of teachers.					
9.	Supervisors facilitate professional development of teachers through short term training, workshops, seminars etc.					

10. How frequently instructional supervision conducted in your school?

1. Never conducted 2. Once a year 3. Once a semester 4. Monthly 5. Weekly

III. Contribution of instructional supervision approaches for teacher's professional development

SA=Strongly Agree, A=Agree, UD=Undecided, D = Disagree SD =Strongly Disagree

Please tick (✓) mark below your response

№	Items	SA	A	UD	D	SD
		5	4	3	2	1
	CPD					
1.	Instructional supervision helps teachers to arrange conducive situation to instructional improvement.					
2.	Instructional supervision practice helps teachers to select and use appropriate instructional materials.					
3.	Instructional supervision practice help teachers to crate cooperative spirit within school community.					
4.	Instructional supervision helps teachers in identify and solve the actual instructional problems.					
5.	Instructional supervision organizes teachers to supervise each other on team basis.					
6.	Instructional supervision assists teachers in implementation of new curriculum.					
7.	Instructional supervision enhances and improves instructional effectiveness in promoting student learning.					
8.	Instructional supervision practice assists teachers in evaluating the existing teachers guide and students textbook for further improvement.					
9.	Instructional supervision assists teachers in the preparation and provision of supportive teaching manuals and materials.					
10.	Instructional supervisors facilitate teachers' parent partnership.					
	Training					

IV. Views on major factors that affect instructional supervision practice

The following could be potential factors that affect school based supervisory practice. Please provide appropriate responses by using the tick mark “√” to the corresponding item

Key:- 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree 1=Strongly disagree

№	Items	SA	A	UD	D	SD
		5	4	3	2	1
	Self-Directed Supervision					
1.	Assessing teachers’ professional records and giving advise accordingly.					
2.	Creating conducive working environment.					
3.	Giving appropriate and timely feedback to teachers after class observation.					
4.	Providing right solutions to instructional problems					
5.	Providing appropriate teaching and learning resources.					
6.	Planning for school teachers’ in-service programs.					
	Related to Training					
7.	Supervisors are well trained in school based supervision to give support to teachers					
8.	Workshops, seminars, trainings were arranged for supervisors to upgrade their advisory status.					
9.	Experience sharing session has been organized for school based supervisors.					
	Availability of Educational Resource					
10.	Teachers value principal’s classroom visitations					
11.	Teachers appreciate instructional supervision because it improves relationship with the principals					
12.	Teachers readily hand in professional records for checking					
13.	Teachers appreciate post observation conference with the principal					
14.	Teachers are comfortable with instructional supervision practices					
	Communication between supervisors and teachers					
15.	Supervisors create smooth relation among teachers and between themselves for the improvement of instruction.					
16.	Supervisors assist teachers to feel free to express problems of concern to them.					
17.	Teachers develop anxiety and frustration which stem from inadequate communication skill of supervisors.					

18. If there are any other factors that hinder proper implementation of school based instructional supervision in your school, please write them briefly.

V. Respond to the following questions about the attempts made by instructional supervisors to alleviate or improve the above problems.

1. Are there any attempts made improve the problems mentioned above in your school?

A. yes B. No

2. If your answer to question № 1 is “Yes” please mention the attempts made to improve the problems? _____

APPE NDIX B-1
Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management
Program MA in Educational Leadership

Interview guides to be conducted with principals

Dear respondents

The main purpose of this interview is to collect relevant data regarding school based instructional supervision in secondary schools of North Shoa

Zone. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!!

Part I: General Information and Personal Data

1. Sex _____ 2. Age _____ 3. Qualification _____
4. Experience: As a teacher _____ as a principal _____
5. Field of Specialization: Major _____ Minor _____

Part II: Give your response to the questions in short, and be precise

1. What is your understanding about school based instructional supervision?
2. How do you see the effectiveness of its implementation?
3. What major benefits do you think supervision has to teachers' professional development, staff and instruction development in your school?
4. What supervisory procedures and techniques do the school based supervisors should follow in conducting classroom visits?
5. What supervision approaches do you employ in exercising school based supervisory service to teachers in your school? Like collegial supervision, self-directed supervision, informal supervision, clinical supervision and inquiry based supervision? Which strategy you prefer? Why you prefer this?
6. What are your opinions regarding the overall supervisory practices in promoting teachers professional competences?
7. What are the supports the school provides to school based supervisors?
8. What are the problems encountered during the implementation of school based instructional supervision in your school?
9. What do suggest as solution for the problems?

APPENDIX B-2

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Guides to interview conducted with High school supervisor

Dear respondents

The aim of the interview is to investigate issues related to school based instructional supervision in secondary schools of North Shoa Zone. The information obtained from the respondents will help to suggest solutions to the problems encountered during the implementation of school based instructional supervision in the schools.

Part I: General Information

1. Sex _____ 2. Age _____ 3. Qualification _____ 4. Experience: As a teacher _____
As a principal and/or vice principal _____ As a supervisor _____ Total _____
5. Field of Specialization: Major _____ Minor _____

Part II: Give your response to the questions in short, and be precise

1. What is your understanding about school based instructional supervision?
2. How do you feel the effectiveness of school based instructional supervision?
3. What major benefits do you think supervision has to the instructional improvement and teachers' professional development in your Woreda?
4. What supervisory procedures do the school based supervisors should follow in conducting classroom visits?
5. Can you tell me about the supervisory approaches secondary school, school based instructional supervisors should employ in providing supervisory service to teachers in your woreda? Like, inquiry based supervision, collegial supervision, clinical supervision, self-directed supervision and informal supervision. Which approaches do you prefer? Why?
6. What are the supports you provide to secondary school, school based instructional supervision so as to carry out their supervisory roles? Which strategy do you prefer?
7. What are the problems encountered during the implementation of school based instructional supervision in secondary schools of your wereda?
8. What do you suggest as solution to overcome the problems

አባሪ ሀ

አድስ አበባ ዩኒቨርሲቲ ዩትምህርት እና የባህሪ ሳይንስ ኮሌጅ

የትምህርት እቅድ እና አስተዳደር መምሪያ

ፕሮግራም- በትምህርት አመራር ውስጥ MA

መጠይቁን በመምህራን እና በት/ቤት በተመሠረተ የቁጥጥር ኮሚቴ አባላት ይሞላል

ውድ ምላሽ ሰጪዎች

የዚህ መጠይቅ አላማ “በአሮሚያ ክልል በሰሜን ሸዋ ዞን 2ኛ ደረጃ ት/ቤቶች አሁን ያለው የመመሪያ ቁጥጥር አካሄድ እና የመምህራን ሙያዊ እድገት” በሚል ርዕስ ለጥናቱ አስፈላጊ መረጃዎችን መሰብሰብ ነው። ሁሉንም ጥያቄዎች እንዲያነቡ እና በእውነተኛ ምላሽ እንዲሞሉ በአክብሮት ተጠይቀዋል። ምላሾችዎ ከአካዳሚክ ዓላማ ይልቅ ለሌላ ዓላማ እንደማይውሉ እርግጠኛ ይሁኑ።

መጠይቆችን መሙላት ከመጀመርዎ በፊት እባክዎ የሚከተሉትን ነጥቦች ያስተውሉ፡

1. በመጠይቁ ላይ ስምዎን መጻፍ አያስፈልግዎትም;
2. ጥያቄዎችን ለመመለስ ከመሞከርዎ በፊት ሁሉንም መመሪያዎች ያንብቡ; ሌሎችን ማማከር አያስፈልግም;
3. በህዋ ላይ ላሉት አጭር መልስ ጥያቄዎች አስተያየትዎን በአጭሩ ይጻፉ
4. እባክዎን ጥያቄው ያልተመለሰውን አትተውት በጥናቱ ውስጥ ትምህርት ቤትን መሰረት ያደረጉ የትምህርት ተቆጣጣሪዎች በሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ የሚገኙትን ርዕስ መምህራን፣ ትምህርት ቤትን መሰረት ያደረጉ የቁጥጥር ኮሚቴ አባላት (ምክትል ርዕስ መምህራን፣ የትምህርት ክፍል ኃላፊዎች፣ ከፍተኛ መምህራን እና የክፍል መሪዎች) ይመለከታል።

ለትብብርዎ እናመሰግናለን!

ክፍል አንድ: አጠቃላይ መረጃ እና የግል መረጃ

1 ምላሹን ምልክት (✓) በመጠቀም ወይም በተዘጋጀው ቦታ ላይ አጫጭር መልሶችን በመስጠት ያመልክቱ።

1.1 ትምህርት ቤት _____

1.2 ወሲብ ወንድ _____ ሴት _____

1.3 ዕድሜ 18-22 _____ 23-27 _____ 28-32 _____ 33-37 _____

38-42 _____ ከ42 _____ በላይ

1.4 የስራ ልምድ 1-5 አመት _____ 6-10 አመት _____ 11-15 አመት _____

16-20 ዓመታት _____ 21-25 ዓመታት _____ 26-30 ዓመታት _____

31 እና ከዚያ በላይ ዓመታት _____

1.5 የትምህርት ደረጃ: ስርተፍኬት (ቲቲአይ) _____ ዲፕሎማ _____

የመጀመሪያ ዲግሪ _____ ሁለተኛ ዲግሪ _____

ሌላ ይግለጹ _____

1.6 አሁን ያለው የስራ ቦታ: BPR ኮሚቴ _____ መምህር _____

1.7 በሳምንት የምታስተምረው ክፍለ ጊዜ _____

ክፍል ሁለት

1. ለአስተማሪዎች ሙያዊ እድገት የማስተማሪያ ቁጥጥር አቀራረቦች ልምምድ በክፍል ምልክታ ወቅት በመምህራን የሚደረጉ አቀራረቦች የሚከተሉት ይጠበቃሉ።

እንደ እምነትዎ ምላሽዎን ለማመልከት የሚከተሉትን የLikert ሚዛን ይጠቀሙ-

5= በጣም እስማማለሁ (ኤስዲ) 4= እስማማለሁ (D) 3= ያልተወሰነ (UD)

2= አልስማማም (U) 1= በጣም አልስማማም (SA)

ከተሰጠው ድርጊት ጋር በሚዛመደው ሳጥን ውስጥ ለመጻፍ ‘√’ ምልክት አድርግ።

№	በራስ-ተኮር ቁጥጥር	S	A	UD	D	SD
		5	4	3	2	1
	በራስ የመመራት ቁጥጥር					
1.	አስተማሪዎች የራሳቸውን ትምህርት ይገመግማሉ እናም የመሻሻል ፍላጎትን ይለያሉ					
2.	አስተማሪዎች ትምህርታቸውን ከገመገሙ በኋላ ለማሻሻል አቅደዋል።					
3.	አስተማሪዎች እቅዱን በተመሳሳይ መንገድ የማውጣት ነፃነት አላቸው።					
4.	መምህራን ለዕቅዳቸው ኃላፊነት አለባቸው።					
	መደበኛ ያልሆነ ቁጥጥር					
5.	ተቆጣጣሪ በድንገት አስተማሪን ያለ እቅድ ይቆጣጠራሉ።					
6.	ተቆጣጣሪዎች አስተማሪን ለመቆጣጠር አጭር ግን ተደጋጋሚ እቅድ አላቸው።					
7.	ሱፐርቫይዘር እንደ መምህራን የማስተማሪያ አጋር ሆኖ					

	ይሰራል።					
8.	አስተማሪዎች ትምህርታቸውን እንዲከታተል ተቆጣጣሪን ይጋብዛሉ።					
	በጥያቄ ላይ የተመሰረተ ክትትል					
9.	መምህራን ትምህርታቸውን ለመፍታት የተግባር ጥናት ያደርጋሉ።					
10.	መምህራን ችግሮችን ለይተው አውጥተው የመፍትሄውን ስልት ያዘጋጃሉ።					
11.	መምህራን ችግራቸውን ለመፍታት በትብብር ይሰራሉ።					
	ክሊኒካዊ ቁጥጥር					
12.	ተቆጣጣሪ እና አስተማሪ በክፍለ-ጊዜው እና በሚከበረው ትምህርት ላይ የጋራ ስምምነት ያደርጋሉ.					
13.	ተቆጣጣሪዎች እና አስተማሪዎች ከመመልከታቸው በፊት በማስተማር ይዘት፣ ዓላማ እና ዘዴዎች ላይ ይወያያሉ.					
14.	ተቆጣጣሪዎች የታሰበውን ትምህርት መረጃ ለመሰብሰብ የመመልከቻ መሳሪያ ይጠቀማሉ.					
15.	ተቆጣጣሪዎች በአስተማሪዎች የማስተማር ባህሪያት እና የማስተማር ማሻሻያ ጉዳዮች ላይ ብቻ ያተኮራሉ.					
16.	ተቆጣጣሪዎች ትምህርቱን በዝርዝር ለመከታተል በቂ ጊዜ እየሰጡ ነው።					
17.	ተቆጣጣሪው የማስተማር ሂደትን ለበለጠ መሻሻል ከምልከታ የሚገኘውን መረጃ ይጠቀማል።					
18.	ተቆጣጣሪዎች በድክመት ላይ እና በአስተማሪ ጥንካሬ ላይ ትንሽ ትኩረት ይሰጣሉ.					
19.	ተቆጣጣሪዎች ከተመለከቱ በኋላ ለአስተማሪ ገንቢ አስተያየት ይሰጣሉ.					

20. የትኛውን የቁጥጥር ዘዴ ይመርጣሉ? (ክሊኒካዊ (መምህራን እና ሱፐርቫይዘሮች አብረው ይወያያሉ)፣ እራሱን የሚመራ (መምህራን የራሱን ስራ ይገመግማሉ)፣ መደበኛ ያልሆነ (ድንገተኛ ቁጥጥር)፣ በጥያቄ ላይ የተመሰረተ (በጥናት ላይ ያተኮረ) ወይም ሌላ፣ አጭር ያድርጓቸው) ለምንድነው ይህን አካሄድ የሚመርጡት? መልስህን አረጋግጥ

II. የመምህራን ሙያዊ እድገትን በማስተዋወቅ ረገድ የማስተማሪያ ተቆጣጣሪዎች ልምምድ. እባኩትን በመረዳትዎ እና በተሞክሮዎ መሰረት ለእያንዳንዱ እቃዎች ተገቢውን ምላሽ ይስጡ "✓" ለሚሉት እቃዎች ምልክት ያድርጉ.

ቁልፍ- 5=በጣም እስማማለሁ (ኤስኤ) 4=እስማማለሁ (ሀ) 3=ያልተወሰነ (UD)

2= አልስማማም (ዲ) 1= በጣም አልስማማም (ኤስዲ)

№		SA	A	UD	D	SD
		5	4	3	2	1
	በራስ-ተኮር ቁጥጥር					
1.	ተቆጣጣሪዎች በትምህርት ቤቱ ውስጥ ለጀማሪዎች ወይም ለአዲስ አስተማሪዎች የማስተዋወቂያ ፕሮግራሞችን ያደራጃሉ እና ይደግፋሉ።					
2.	ተቆጣጣሪዎች በአማካሪ ፕሮግራሞች የመምህራንን ሙያዊ እድገት ያመቻቻሉ።					
3.	ተቆጣጣሪዎች የማስተማር ስልቶችን በተመለከተ የቅርብ ጊዜ መረጃዎችን በማቅረብ የመምህራንን ሙያዊ ብቃት ለማሳደግ አስተዋፅኦ ያደርጋሉ					
4.	ተቆጣጣሪዎች ለመምህራን ሙያዊ እድገት የክትትል ኮሌጅ ወይም ፒር ማሰልጠኛ ዘዴዎችን ያደራጃሉ.					
5.	ጥሩ የማስተማር ልምድን ከመጋራት ጋር ተዛማጅነት ያላቸውን አዳዲስ ሀሳቦችን ለመሞከር ለአስተማሪዎች የሱፐርቫይዘሮች መገልገያዎች ሁኔታዎች.					
6.	ተቆጣጣሪዎች መምህራን በአካባቢያዊ የትምህርት ቤት አውድ ውስጥ የጋራ የልምድ መጋራት መርሃ ግብሮችን እንዲያካሂዱ ይረዷቸዋል።					
7.	የአጭር ጊዜ ስልጠናዎችን፣ ወርክሾፖችን፣ ሴሚናሮችን እና ሌሎች ፕሮግራሞችን በማዘጋጀት የትብብር የስራ መንፈስ ለመፍጠር የበላይ ተቆጣጣሪዎች።					
8.	በት/ቤት ደረጃ የሥልጠና መርሃ ግብሮች የሚያተኩሩት የመምህራንን ተከታታይ ሙያዊ እድገት በማሳካት ላይ ነው።					
9.	ተቆጣጣሪዎች የመምህራንን ሙያዊ እድገት በአጭር ጊዜ ስልጠና፣ ወርክሾፖች፣ ሴሚናሮች ወዘተ.					

10. በትምህርት ቤት ውስጥ ምን ያህል ተደጋጋሚ የማስተማር ቁጥጥር ይካሄዳል? ሁለተኛ ደረጃ ትምህርት ቤት, ትምህርት ቤት ላይ የተመሠረተ መመሪያ

ቁልፍ:- 5=በጣም እስማማለሁ፣ 4=እስማማለሁ፣ 3=አልስማማም፣ 2=አልስማማም 1= በጣም አልስማማም

III. ለአስተማሪ የባለሙያ ልማት መመሪያ መመሪያ ቁጥጥር አቀራረቦች ማሰራጨት

✓ 5 = በቋሚነት ይስማሙ ፣ 4= ስምምነት ፣ 3 = Undecided ፣ 2 = Disagree 1 = Strongly ከምላሽዎ በታች ምልክት ያድርጉ

№	እቃዎች	SA	A	UD	D	SD
		5	4	3	2	1
	ከመምህራን ግንዛቤ ጋር የተያያዘ					
1.	መምህራን ክትትልን ከመርዳት ይልቅ እንደ ስህተት ግኝት ይገነዘባሉ።					
2.	መምህራን ክትትልን እንደ መመሪያን ለማሻሻል ዘዴ አድርገው ይገነዘባሉ።					
3.	መምህራን ሱፐርቫይዘሮችን ለቦታው ብቁ እንዳልሆኑ ይገነዘባሉ።					
4.	መምህራን ቁጥጥር የመምህራንን ራስን በራስ የማስተዳደር ዘዴን ይገነዘባሉ።					
5.	መምህራን ት/ቤትን መሰረት ባደረገ ቁጥጥር ተመራጭ የመምህራንን የድጋፍ ስርዓት ይገነዘባሉ።					
	ከስልጠና ጋር የተያያዘ					
6.	ተቆጣጣሪዎች ለመምህራን ድጋፍ ለመስጠት በት/ቤት ላይ የተመሰረተ ክትትል በሚገባ የሰለጠኑ ናቸው።					
7.	ተቆጣጣሪዎች የአማካሪነት ደረጃቸውን እንዲያሳድጉ ወርክሾፖች፣ ሴሚናሮች፣ ስልጠናዎች ተዘጋጅተዋል።					
8.	የልምድ መጋራት ክፍለ ጊዜ ለት/ቤት ላሉ ሱፐርቫይዘሮች ተዘጋጅቷል።					
	የትምህርት ምንጭ መገኘት					
9.	ለክትትል መርሃ ግብር በቂ በጀት ተመድቧል።					
10.	ምህርት ቤትን መሰረት ያደረጉ ሱፐርቫይዘሮች ትልቅ የስራ ጫና ነበራቸው ይህም የመቆጣጠር አቅማቸውን ይቀንሳል።					
11.	እንደ አንዳንድ መመሪያዎች እና ቁጥጥርን ለማካሄድ ለትምህርት ቤት ተቆጣጣሪዎች ድጋፍ ማጣት።					
12.	የሰለጠኑ እና ልምድ ያለው ቁጥጥር አለመኖሩ					
	በአስተማሪዎች እና በተቆጣጣሪዎች መካከል የሚደረግ					

	ግንኙነት					
13.	ተቆጣጣሪዎች ለትምህርቱ መሻሻል በመምህራን እና በራሳቸው መካከል ለስላሳ ግንኙነት ይፈጥራሉ።					
14.	ተቆጣጣሪዎች አስተማሪዎች የሚያሳስቧቸውን ችግሮች በነጻነት እንዲገልጹ ይረዷቸዋል።					
15.	አስተማሪዎች ጭንቀት እና ብስጭት ያዳበራሉ ይህም ከተቆጣጣሪዎች በቂ ያልሆነ የመግባቢያ ችሎታ ነው።					

16. በት/ቤትዎ ውስጥ በት/ቤት ላይ የተመሰረተ የማስተማር ክትትል በአግባቡ እንዳይተገበር የሚከለክሉ ሌሎች ነገሮች ካሉ፣ እባክዎን በአጭሩ ይጻፉ። _____

V. ከላይ የተጠቀሱትን ችግሮች ለማቃለል ወይም ለማሻሻል በማስተማሪያ ተቆጣጣሪዎች የተደረጉ ሙከራዎችን በተመለከተ ለሚከተሉት ጥያቄዎች ምላሽ ይስጡ።

1. በትምህርት ቤትዎ ውስጥ ከላይ የተጠቀሱትን ችግሮች ለማሻሻል የተደረጉ ሙከራዎች አሉ?

A. አዎ B. አይደለም

2. ለጥያቄ ቁጥር 1 መልስዎ "አዎ" ከሆነ እባክዎን ችግሮቹን ለማሻሻል የተደረጉ ሙከራዎችን ይጥቀሱ? _____

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አድስ አበባ ዩኒቨርሲቲይ የትምህርት እና የባህሪ ሳይንስ ኮሌጅ የትምህርት እቅድ እና አስተዳደር መምሪያ

የትምህርት አመራር ውስጥ ፕሮግራም MA

ክርድ መምህራን ጋር የሚደረጉ የቃለ መጠይቅ መመሪያዎች
ውድ ምላሽ ሰጪዎች

የዚህ ቃለ መጠይቅ ዋና አላማ በሰሜን ሸዋ ዞን ሁለተኛ ደረጃ ትምህርት ቤቶች ትምህርትን መሰረት ያደረገ የትምህርት ክትትልን በሚመለከት ጠቃሚ መረጃዎችን መሰብሰብ ነው። የተገኘው መረጃ ለምርምር ዓላማ ብቻ ጥቅም ላይ ይውላል። ስለዚህ፣ ለጥያቄዎቹ ምላሽ ለመስጠት ያለዎት ቅንነት ትልቅ ጠቀሜታ አለው፤ እናም ለቃለ መጠይቁ የሚሰጡት ምላሽ በሚስጥር ይጠበቃል።

ስለ ትብብርዎ በቅድሚያ እናመሰግናለን!!

ክፍል አንድ: አጠቃላይ መረጃ እና የግል መረጃ

2. አሁን ያለው የማስተማሪያ ቁጥጥር አቀራረቦች ከአንደኛው ክፍል: አጠቃላይ መረጃ

1. ያታ _____ 2. ዕድሜ _____ 3. ብቃት _____

4. ልምድ: እንደ መምህር _____ እንደ ርእሰ መምህር እና/ወይም ምክትል ርዕሰ መምህር

_____ እንደ ሱፐርቫይዘር _____ ጠቅላላ _____

5. የልዩነት መስክ: ሜጅር _____ አናሳ _____

ክፍል II: ለጥያቄዎቹ ምላሽዎን በአጭሩ ይስጡ እና ትክክለኛ ይሁኑ

1. ትምህርት ቤትን መሰረት ባደረገ የማስተማር ክትትል ላይ ምን ግንዛቤ አለህ? 2. በትምህርት ቤት ላይ የተመሰረተ የማስተማር ክትትል ውጤታማነት ምን ይሰማዎታል?
2. ቁጥጥር በወረዳችሁ ላለው የማስተማር መሻሻል እና የመምህራን ሙያዊ እድገት ምን ዋና ጥቅሞች አሉት ብለው ያስባሉ?
3. የክፍል ጉብኝቶችን ሲያካሂዱ ትምህርት ቤቱን መሰረት ያደረጉ ተቆጣጣሪዎች ምን ዓይነት የቁጥጥር ሂደቶችን መከተል አለባቸው?
4. ስለ 2ኛ ደረጃ ት/ቤት የሱፐርቪዥን አቀራረቦችን ንገረኝ፣ በት/ቤት ላይ የተመሰረቱ የትምህርት ሱፐርቫይዘሮች በወረዳዎ ላሉ መምህራን የሱፐርቪዥን አገልግሎት መስጠት አለባቸው? እንደ፣ በጥያቄ ላይ የተመሰረተ ክትትል፣ የኮሌጅ ቁጥጥር፣ ክሊኒካዊ ቁጥጥር፣ በራስ የመመራት ክትትል እና መደበኛ ያልሆነ ክትትል። የትኞቹን አቀራረቦች ይመርጣሉ? ለምን?

5. የክትትል ሚናቸውን ለመወጣት ለ2ኛ ደረጃ ት/ቤት፣ ት/ቤትን መሰረት ያደረገ ትምህርታዊ ቁጥጥር ምን አይነት ድጋፎች አሉ? የትኛውን ስልት ነው የሚመርጡት?
6. በወረዳችሁ 2ኛ ደረጃ ት/ቤቶች ት/ቤትን መሰረት ባደረገ የትምህርት ክትትል ወቅት ያጋጠሙ ችግሮች ምን ምን ናቸው?
7. በአሮሚያ ክልል በሰሜን ሸዋ ዞን 2ኛ ደረጃ ት/ቤቶች የመምህራን ሙያዊ እድገትን እና ችግሮችን ለመቅረፍ እንደ መፍትሄ ምን ትጠቁማላችሁ?